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ABSTRACT

This issue of "The New Campus" contains 14 articles that allude to or deal directly with the quality of continuing education programs. Articles and authors are as follows: "A Study of the Use of an SCA-FM Broadcast System for Teacher Inservice Education" (Charles Koelling and Richard Robinson); "The Changing Role of Adult Education" (Ben J. Wiens); "Who's Afraid of Inter-Institutional Cooperation" (Cheryl Beamer); "The Library and the Continuing Education Enterprise" (Leo McGee and Gloria McGee); "Educational Technology and Andragogy" (Gordon C. Godbey); "Regional Consortium for Continuing Higher Education" (John J. DeRolf, III and Lawrence G. Dotolo); "Continuing Education: A Journey" (Frank A. Downes); "Over the Hill? Or Getting Ready for the Next Mountain" (Geoffrey A. Smith); "Continuing Education Units Could Be for You!" (Joel Walters); "Off-Campus Credit Courses: Outcasts or Members of the Family" (Hal Salisbury); "Perceptions and Opinions about Off-Campus Graduate Education Courses" (Joseph R. Ellis, Leonard L. Pourchot, Peter Abrams, and Harold Collins); "How to Kill a Continuing Education Program" (Bruce J. Anderson and Robert DeBard); "The Organizational Climate of Schools: A Concern of Continuing Education" (Wilton G. Joyner and Vincent P. Mikkelsen); and "Citizenship Education" (John P. McCarthy and Carle C. Fehrle). An editorial by George Hackler suggests that criteria should be established for energy and resource conservation, quality control of continuing education programs, and continual evaluation of efforts. (SW)

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THE NEW CAMPUS

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The Editor Comments

Serving as editor of *The New Campus* is proving to be a gratifying experience. Not only is it a challenge to one's organizational ability, but it also provides an opportunity to share others' concepts on a variety of subjects. The editorial committee has been a tremendous asset in editing this publication. Without their assistance, the task would have been enormous.

The 1980 Annual ACPE Conference was deliberately planned around the theme of "Quality Programs: A Point of View." Strange as it may be, and without planning, many of the articles published in this issue of *The New Campus* allude to or deal directly with the quality of continuing education programs.

A few years ago, educators were urged to be concerned about the "relevancy" of programs in their schools and colleges. They were also warned of the need for "accountability" in their planning and financing of educational programs. Today, the hue and cry is for "quality and credibility" of our institutions and the programs that are offered. The words change, but the intent is clear. We must continue to be cognizant of what we plan, offer, and spend on the education of our citizens.

For industry, quality control is an all important factor in the total production process. Industrial managers can analyze the quality of a product and determine whether its defects are due to poor workmanship or defective materials. In education, "quality" is a bit more elusive. Quality, like beauty, is in the eye of the beholder. There are no tests that can be made to assure that our products (graduates of our institutions) will be durable, excellent performers, or devoted employees. Instead, we must look for evidence of the "quality" of our products in the results of their efforts as doctors, lawyers, teachers, administrators, or whatever their chosen profession.

In the 1970's, through the efforts of many continuing education administrators, a number of changes occurred that directly influenced the expansion of off-campus programs. These changes and the expansion commanded the administrator of continuing education to continually evaluate the quality of his/her program. Recognition of credit earned, via off-campus courses, as residence credit is one example of change that has taken place at many institutions during the past ten years. Cooperative graduate centers such as the Graduate Studies Center in Decatur, Illinois and the Quad Cities Graduate Studies Center at Rock Island-Moline on the Illinois/Iowa border have provided opportunities for many citizens to pursue graduate education in their own communities. Without these opportunities, many would not have been able to undertake further education.

Now that our economy is undergoing a series of belt tightenings and the energy crisis stares at us with bleary eyes much as the starving wolf glares at the snowshoe rabbit, we must continue to use our resources for the best programs which serve the needs of our citizens. One method of energy conservation is to send one car with instructor(s) to a given center to teach class(es) rather than to expect 15-20 students to drive to campus to attend these same classes. In summary, we should establish criteria for energy and resource conservation, quality control of our programs, and continually evaluate our efforts along these lines.

George Hackler, Director
Continuing Education
Eastern Illinois University
Charleston, Illinois 61920

Editorial Board:

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Geoffrey A. Smith
Western Michigan University
Kalamazoo, Michigan

About The Authors

Charles Koelling is Assistant Dean of the College of Education, and Richard Robinson is Professor of Education at the University of Missouri-Columbia. Both are involved in Continuing Education.

A STUDY OF THE USE OF AN SCA-FM BROADCAST SYSTEM FOR TEACHER INSERVICE EDUCATION

Charles Koelling **Richard Robinson**

Introduction

The need for practicing teachers to continue their professional education beyond the termination of the undergraduate program has traditionally been met in various ways by colleges and universities. These practices have included consultations of university faculty, inservice workshops, and formal graduate programs. Recent national developments, most notably the rising level of inflation and the energy crisis, have caused some re-evaluation of many of these current practices in the area of teacher inservice.

A possible alternative to some of the more traditional approaches seemed to be the use of instructional radio. As noted by Allen (1971) very little research has been undertaken in the use of this instructional media since World War II. In addition, Campeau (1974) in summarizing the available research related to radio and education commented "the time is clearly ripe for some up-to-date and systematic research to be done to identify more precisely the conditions under which radio will have maximum instructional effectiveness, and the specific characteristics of radio that will bring about learning." (p. 27)

Radio System

The University of Missouri currently has an FM radio network with the capability of reaching the great majority of practicing teachers throughout the state. This system has the operational capacity for simultaneous stereophonic main channel as well as monophonic subcarrier broadcasts. The broadcasts on the subcarrier are authorized by the Federal Communications Commission under a Subsidiary Communications Authorization (SCA). The SCA-FM system is operational on the Columbia (KBIA), Kansas City (KCUR), Rolla (KUMR), and St. Louis (KWMU) campuses at the present time.

It was decided this network might be useable for inservice education of classroom teachers. In addition, the testing of the technical feasibility and efficiency of the radio delivery system was considered important.

Content Area Selected

The importance of the teacher in the development of reading skills has long been an acknowledged fact. Reports, such as the *First Grade Reading Studies* (Stauffer, 1967), have added research support to this contention. Traditionally, the training of teachers has been done primarily at the undergraduate level based on the premise that this preparation would, in most cases, be the termination of formal education.

The inadequacy of this experience, especially in the area of reading, has been noted in several extensive surveys (Austin; 1961, 1963). A survey of approximately 400 elementary teachers in the state of Missouri by Robinson indicated a high level of interest and concern related to the teaching of reading skills.

The topics and content of each session were selected and developed in two primary ways. First, after the participant schools were identified, the teachers in these buildings were asked to complete a questionnaire on reading. This survey form was designed to gather specific information on the needs and interests of the teachers as related to reading education. Secondly, these data collected from the survey form were combined with additional material supplied by the extension staff member in reading. This was done as a regular part of his work with the public schools.

Table 1
Program Titles for SCA-FM Broadcasts

1. Introduction and Definition of the Reading Process
2. The Directed Reading Lesson
3. The Importance of Sequence in the Teaching of Reading Skills
4. The Remedial Reading Teacher and the Classroom Teacher
5. Principles of Corrective Instruction Related to Reading
6. Reading Skills and Techniques Useful in Content Teaching
7. The Improvement of Comprehension Skills
8. The Uses and Misuses of Standardized Reading Tests
9. The Classroom Teacher and Informal Diagnosis of Reading Problems
10. Parents and Reading
11. Basic Principles of Learning: Reading Instruction
12. Selection of Appropriate Reading Materials
13. Grouping Classroom Activities for Reading
14. Health and Its Relationship to Reading
15. The Gifted Child and Classroom Reading Activities
16. Reading Research: Its Implications for Classroom Teachers
17. The Disadvantaged Reader
18. The Use of the Library and Reading Development
19. Sustained Silent Reading Book Reports, etc.
20. The Development of a Love of Reading

Radio Program Format

The development of the programs and the selection of broadcast times were done to take into account the job constraints normally imposed on elementary teachers. Early morning class preparations, lunchroom duty, and a host of afternoon responsibilities had to be considered as possible hindrances to available listening time. In addition, the wide variety of schools participating in the project, including both city districts as well as rural areas, differed greatly as to starting times, class

periods, lunch hours, etc. Thus, individual program length was limited to 15 minutes and a total of four broadcast times were used for each presentation extending over a two-day period. New programs were introduced each Monday and Thursday during a ten-week period for a total of 20 programs (see Table 2 listing a typical week's schedule).

Table 2
A Typical Week's Broadcast Schedule

Program #1	-Monday	7:45-8:00	11:30-11:45
	-Tuesday	8:15-3:30	12:00-12:15
Program #2	-Thursday	7:45-8:00	11:30-11:45
	-Friday	8:15-8:30	12:00-12:15

STUDY DESIGN

Purpose of the Study

The purpose of this study was to obtain the opinions of a group of practicing teachers and administrators on the use of an SCA-FM radio network as one possible alternative to the traditional approaches more commonly used for inservice training. Information was obtained on both the program content as well as the radio delivery system.

Selection and Briefing of Participating Schools

For this study it was decided to select a population which would be geographically diverse and would include schools from both the metropolitan and rural areas. Specific districts were invited to participate from throughout the state of Missouri. Those schools responding favorably were invited to send representatives to the campus for a one-day briefing session on the program activities. At this meeting the nature and the purpose of the radio programs were thoroughly explored, broadcast schedules developed, on site responsibilities of local district contact persons established, and use of radio equipment was explained.

SAMPLE

A total of 29 school districts from throughout the state of Missouri participated in the SCA-FM project. Represented in this selection were schools from the metropolitan areas of St. Louis and Kansas City as well as the rural areas of the state. In each district one elementary building was selected to participate in the project officially, even though in numerous districts more than one building was informally equipped to listen to the programs.

The only condition each district had to meet was a willingness to provide listening space for the radio receivers. Since the University of Missouri considered this project to be an experimental endeavor, no fee was charged for either the programs or the supplemental services.

The teachers were encouraged to participate on a voluntary basis, and as an incentive for this involvement 0.5 continuing education units (CEU) were given to those completing this project.

Information was gathered on each teacher's grade level, number of years of teaching experience, and graduate course work, especially in the area of reading. In addition, specific data were obtained on the school name and location for each participant so that questions pertaining to the effects of the supplemental services could be studied.

Opinion surveys were also given to both teachers and administrators from each school district. Those questionnaires covered the content related to reading education as well as the technical aspects of the radio delivery system.

LIMITATIONS OF THE STUDY

The extended geographical area encompassing this study limited the amount of control on each listening population. While every effort was made to encourage ideal locations for the receivers in the schools, the actual listening areas varied according to location.

DATA COLLECTED

Program Evaluation Questions Asked Teachers

The following 14 questions related to the reading content presented in the radio programs were given to each teacher.

1. The reading program material seemed worthwhile?
2. The project was well worth the time and energy I invested in it?
3. The methods and techniques of introducing subject matter were appropriate?
4. It was easy to remain attentive?
5. This series of programs motivated me to engage in more discussion about the issues raised than I normally would have done.
6. The development of new viewpoints and behaviors was encouraged?
7. These programs were really much better, in general, than I thought they would be?
8. The meeting place and arrangements were good?
9. I listened to more than one-half of the programs?
10. I did not feel undue administrative pressure to participate?
11. More programs on this and other topics should be provided using the radio system?
12. If another series of programs is presented I would be very interested in participating?
13. I would have preferred another method of presenting the subject matter?
14. I learn more when other teaching methods are used?

The results of this questionnaire are presented in Table 3.

Table 3
Teacher Evaluation of Program Effectiveness

Question Number	Strongly Agree		Moderately Agree		Moderately Disagree		Strongly Disagree	
	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
1	98	(26.5)	208	(56.2)	49	13.2)	15	(4.1)
2	88	(23.8)	180	(48.6)	66	(17.8)	36	(9.8)
3	102	(27.6)	209	(56.5)	44	(11.9)	15	(4.0)
4	80	(21.6)	132	(35.7)	93	(25.1)	65	(17.6)
5	60	(16.2)	170	(45.9)	97	(26.3)	43	(11.6)
6	80	(21.6)	193	(52.1)	84	(22.7)	13	(3.6)
7	46	(12.4)	141	(38.2)	134	(36.2)	49	(13.2)
8	151	(40.8)	145	(39.3)	42	(11.3)	32	(8.6)
9	317	(85.7)	33	(8.9)	10	(2.7)	10	(2.7)
10	259	(70.0)	67	(18.1)	25	(6.7)	19	(5.2)
11	144	(38.9)	140	(37.8)	56	(15.2)	30	(8.1)
12	130	(35.1)	133	(35.9)	68	(18.4)	39	(10.6)
13	72	(19.5)	112	(30.3)	123	(33.2)	63	(17.0)
14	88	(23.8)	128	(34.6)	114	(30.8)	40	(10.8)

Column (1) — Absolute Frequency
Column (2) — Relative Frequency (Percent of Total)

N = 370

Discussion of Program Evaluation Questionnaire

The results to the program evaluation questionnaire indicated a majority of those responding found these programmatic efforts to have been worthwhile in most aspects. Both program content and listener behavior were considered in this particular series of questions.

The material selected for these programs seemed to have met the needs of this listening population with over 70 percent in agreement on questions one, two, and three, as to the value of the subject matter. Items four through ten were concerned with listener behavior and specific conditions associated with the physical and administrative arrangements developed by each school district. A variety of agreement response was noted ranging between a low of 50 percent on question seven to a high of 95 percent on number nine. Perhaps the wide differences indicated are reflective of the varied locations and diverse listening population represented in this state-wide project.

The remaining four questions dealt with the listeners' preferences for future programs of this nature and alternate methods of delivery. Responses indicated a strong positive attitude regarding additional programming efforts and participation from this group.

Questions thirteen and fourteen were concerned with alternate methods of delivery. Responses to these items indicated almost an even division between those who preferred the radio format as opposed to those who disagreed.

Radio Format Questions Asked Teachers

A seven-item questionnaire, covering the format and the technical aspects of the radio programs, was given to all the teachers.

1. The individual broadcasts were too short?
2. Even if voice quality may lack "polish," it was better for the professor's own voice to be heard rather than a "professional announcer" reading from a script?
3. The signal from the station was adequate for understanding?
4. The broadcasts were heard on time as scheduled?
5. The broadcast schedule was satisfactory?
6. This is the kind of endeavor the University of Missouri should do more of for teachers?
7. The absence of the teacher in front of the group had little effect on my interest in the programs?

The results of this questionnaire are presented in Table 4.

Table 4
Teacher Evaluation of the SCA-FM Radio Format

Question Number	Strongly Agree		Moderately Agree		Moderately Disagree		Strongly Disagree	
	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
1	43	(11.6)	40	(10.8)	132	(35.7)	155	(41.9)
2	208	(56.2)	81	(21.9)	46	(12.4	35	(9.5)
3	210	(56.8)	109	(29.4)	37	(10.0)	14	(3.8)
4	218	(58.9)	118	(31.9)	22	(5.9)	12	(3.3)
5	162	(43.8)	144	(38.9)	40	(10.8)	24	(6.5)
6	156	(42.2)	155	(41.9)	43	(11.6)	16	(4.3)
7	139	(37.6)	131	(35.4)	63	(17.0)	37	(10.0)

Column (1) — Absolute Frequency
Column (2) — Relative Frequency (Percent of Total)

Discussion of Radio Format Questionnaire

The questions in this section were developed to determine the feelings of the listening audience on the format and technical aspects of the radio programs.

Aspects of program format such as time, announcer voice quality, and schedule of listening times were considered favorable by a high percentage on each of the seven items. These reactions are important when developing new programs.

Program Evaluation Questions Asked Administrators

In addition to the evaluation forms which were sent to the participating teachers, the following questions were asked the 29 principals or superintendents. Of this group, 24 completed the seven-item questionnaire.

1. This program was very beneficial to our teachers?

2. The educational telephone service (amplified telephone) worked satisfactorily?
3. The 15-minute format was about the right length for this type of program?
4. The early morning hours are the best time for this kind of program?
5. If the program was longer than 15 minutes, it would be best to hold the classes in the evening?
6. Classes which give Continuing Education Units are useful for our teachers?
7. If another similar course were given, we would encourage our teachers to participate?

The results of this questionnaire are presented in Table 5.

Table 5
Administrators' Evaluation of Program Effectiveness

Question Number	Strongly Agree		Moderately Agree		Moderately Disagree		Strongly Disagree		No Response	
	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
1	6	(25.0)	14	(58.3)	2	(8.3)	1	(4.2)	1	(4.2)
2	7	(29.2)	12	(50.0)	3	(12.5)			2	(8.3)
3	12	(50.0)	10	(41.6)			1	(4.2)	1	(4.2)
4	9	(37.5)	9	(37.5)	4	(16.7)			2	(8.3)
5	4	(16.7)	5	(20.8)	9	(37.5)	5	(20.8)	1	(4.2)
6	11	(45.8)	7	(29.1)	4	(16.7)	1	(4.2)	1	(4.2)
7	16	(66.7)	6	(25.0)	2	(8.3)				

Column (1) — Absolute Frequency
Column (2) — Relative Frequency (Percent of Total)

Discussion of Questionnaire for Administrators

Table five indicates a favorable response from the participating school administrators to both the program content and the radio format. Over 80 percent of this group, as noted in question one, were in agreement concerning the educational benefits received by their teaching faculty. In addition, future programming of this nature would be encouraged by over 90 percent of the administrators as noted in item seven.

The remaining questions dealt with procedural items and are important in planning radio schedules, length of programs, credit, etc.

CONCLUSIONS AND IMPLICATIONS FOR FUTURE RESEARCH

The purpose of this study was to obtain opinions from a group of practicing teachers and administrators on the effectiveness of a series of radio programs dealing with reading education. A state-wide SCA-FM radio network was used to broadcast these programs. Areas of interest included both program content and the radio delivery system. It was hoped the results of this initial exploratory study would provide sufficient data as to the value of these programming efforts to warrant additional research and development.

The general consensus of the listening population indicated they found these programs on reading education to have been worthwhile. In addition, the content as well as the format of the programs presented in this study met the approval of a large segment of the participating teachers.

Of particular importance were the very favorable returns from the supervisors and administrators of those schools that took an active part in these efforts. As policy makers, their evaluations are important in the allocation of funds and the encouragement of teacher participation in any future endeavors of this nature.

Implications for Future Research

In any study of this magnitude, which covered a large geographical area as well as a substantial number of teachers, numerous questions for further investigation become readily apparent. Areas of interest which might be considered in future research include the following:

1. What are the organizational and administrative implications of a state-wide SCA-FM radio system to be used for teacher inservice, specially when the programming is based on input from other colleges and universities? Decisions as to evaluating listener needs, scheduling programs, and making judgments on content and quality, would have to be determined in a prearranged systematic manner.
2. What are programmatic implications of the SCA-FM radio system as a meaningful part of the total inservice effort of the university? Can these efforts be indorporated into the more traditional inservice programs already in existence? If so, in what ways?
3. What effect, if any, would there be on the part of the school districts in this project if they had been required to pay for the programs? Are there organizational patterns which might be developed to base SCA FM programming on a subscription basis?
4. What are the instructional implications of the SCA-FM radio system? In a more structured environment would there have been a measurably significant gain on a test program content?
5. What are the long term implications of the radio format on the listening audience as to sustained interest, active participation and willing attendance? Does the absence of the personal contact with the teacher have an effect on the learning taking place?

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About the Author

Ben J. Wiens, Professor of Adult Education, is Coordinator of the College of Education-Continuing Education programs in the eastern part of Pennsylvania for the Pennsylvania State University. He received his doctorate at the University of Northern Colorado.

THE CHANGING ROLE OF ADULT EDUCATION

Ben J. Wiens

During the past two decades I have had an opportunity to travel in European countries and visit with educators who are involved in adult education programs. These tours hardly qualify a person to list much more than personalities and programs. There are, however, certain biases, opinions, attitudes, one takes into such trips that are, as a result of lengthy discussions, somewhat undermined and demand reevaluation. If my travel contacts did nothing more I would consider the trips a success. In retrospect I must say it did much more than simply readjust my pre-conceived notions about adult education in this country.

A few decades ago an observer could use the political and cultural characteristics of a country to describe the nature of its educational system. Today each of the countries visited — Norway, Sweden, Germany, France, England, Switzerland — is recording unprecedented growth, new and proposed legislation, and many new influences including the demands of mass education. In the past the task of educating those not in the vocational or university tracks has been culturally assigned to various organizations outside of the educational arena as recognized by the American educators.

Most educational efforts in European countries receive money from state sources. Private groups such as labor unions, churches, etc., including about one-third of the total enrollments, also obtain private funds or tax deductible benefits. As the goals to educate all is approached and more individuals are attaining a higher level of education or gymnasium in one or more subjects, one gets the distinct feeling that the pressure to achieve a diploma or continue on at the university is growing rapidly.

One obvious result of this rapid change is the increase in school enrollments. The West German enrollment in universities nearly doubled in the decade of the sixties. A continuing rapid increase has been observed in the decade of the seventies which is considerable concern to current educators. The fact that 90% of gymnasium graduates transfer to higher education suggests both cause and affect. The gymnasium is still the only avenue open to university entrance but other avenues will have to be opened because of increased pressures. There are, however, some changes which will affect university education markedly. It is now possible for individuals to continue at the university level in selected subjects in which gymnasium examinations have been passed. It is no longer necessary to have completed the entire curriculum. There is still a restriction (numerous clauses) on the number of qualified students admitted to some academic disciplines, a condition under heavy attack. A change of policy, while educationally desirable, will further tax the universities and the entire financial support of public education.

The fact that the gymnasium is being paralleled by a comprehensive high school (Gesamthochschule) will undoubtedly bring new demands on curriculum offerings. Students at all levels have been clamoring for more relevant and practical education.

This phenomenon is bound to increase the pressure on European education as the number of students increases.

In foreign countries as well as in the United States the term "continuing education" defies precise definition. For some institutions the emphasis is on part-time non-credit activities. For others it is on vocational and/or occupational training, still others see it as a first-level educational experience such as learning a second language, citizenship, training, completion of high school requirements, or expanding leisure-time skills.

The term "adult education" also defies precise definition. For some the emphasis is on part-time activities. The mature student has relegated formal learning to a secondary level giving priorities to vocational and community activities. On the other hand, many adults are involved in academic programs which are not normally considered adult education. There are also persons below the legal age of an adult who participate in recognized adult education.

Part-time versus full-time participation in educational pursuits has traditionally been used to determine the magic line between continuing education and full-time education. Campus-based education has also been used traditionally to determine full-time education. Consider the student taking one or two courses in a graduate school. This is part-time, but is it adult education or continuing education? What about the student taking non-credit as an adult or taking credit courses?

The attitudes of students and administrators tend to perpetuate an image of adult education as a segregation policy. Universities tend to place continuing education in a separate category divorced from the regularly planned and programmed campus schedules. The adult student is separated in time and space from the so-called regular student. Even transcripts are labeled "continuing education" and thereby suspect. All too often this casts suspicion on the academic quality provided. There is a tendency to have separate faculties, separately listed, whose primary interests are other than instructional. To many individuals, this branch of the academic enterprise conjurs up thoughts of citizenship training, vocational training and relicensure, recreational pursuits, entertainments and/or a combination of social get-togethers.

The dichotomy of education when viewed as a continuum is of increasing concern to educators. This awareness can be construed as a growing concern for quality and continuity when applied to those persons who have passed the category of "the young" and entered the age of "the adult." Although it was stated earlier in this paper that the term "continuing education" defied precise definition, it must also be recognized that continuing education programs are rapidly becoming part of the educational structure at all levels. For the sake of this discussion the changing attitudes among educators in higher education institutions remains in focus.

Historically the adult has had a dichotomous attitude toward continuing education. There have been strong compelling forces keeping the adult out of the classroom. The adult may have unpracticed ability to learn and has developed a fear of failure. Competition, which was the name of the game in college, has now become the nemesis in continuing education. Because of vocational experiences the adult has developed a fear of failure in competing with the young in the academic arena. It has driven the adult to other pursuits because attitudes have been characterized by a certain degree of crystalization and a reluctance to accept new ideas and concepts. Past distasteful educational experiences may also tend to keep

the mature individual from further education. The realities of grey hair, glasses, wrinkled skin, and style of clothing may also contribute to an attitude that an adult does not belong in the educational environment.

Continuing Education as a vehicle for providing educational opportunities to adults is growing rapidly in higher education. If educators of adults accept the idea of Continuing Education, they must also accept re-examination of the process of learning.

The common plea of educators is that this growth be nurtured until we provide educational opportunities for every American of any age who wishes to make use of this track. It may be necessary to demonstrate the nature of obsolescence in the professions to point out the need for Continuing Education. Yet access alone does not automatically lead to a successful education unless the exposure of a particular age group includes equality of experiences available to meet individual goals. The surprisingly large and growing number of students who voluntarily drop out of college suggests that current programs are not providing educational accessibility for everyone. The majority of dropouts cite dissatisfaction with college or university and the desire to reconsider personal goals and interest as the major reason for leaving school. The same people reappear on the educational scene as adult learners in Continuing Education.

An increasing number of statistical reports suggest that the adult and part-time student is "a new majority" in the ivy halls and away from the campus. This information clashes with the traditional view of regularly planned "commencements," the end of an educational career, and a change in the grading patterns for highly motivated adults. The "normal curve" to describe performance of a particular educational level has become obsolete.

Traditional professionals look with jaundiced eye on "subway circuit" or "parking lot" students (as opposed to resident students in dormitories) and characterize as a dropout anyone who does not fit into the pedantically fixed "college age." Stephen Graubard in *Daedalus*, calls for a wholly new concept in education. It is "extraordinary that so few institutions have made any substantial commitment to the education of adults."1 At the present time higher education institutions cannot wait for the demand from the field to manifest itself and then respond by offering specific courses. This trend has been quite evident in continuing education programs. The workshop, variable credit, and topical courses/workshops have become increasingly popular. Dr. Stephen Graubard continues by saying institutions "ought rather to engage in systematic studies of what adults in a society like ours need to know or would profit from knowing, and seek to make these things available to ever larger groups during the day, at night, on weekends, in summer, and at many convenient sites . . . When many colleges and universities enroll men and women of all ages, they will have the large public constituency they currently lack."

There are some obvious warning signals inherent in a movement gaining as much momentum as Continuing Education. Credit buying, special topics, transient learners, are all potential traps encountered by designers of off-campus programs. The rush to bolster sagging tuition receipts should not justify expansion of programs for adults. Such programming shortcuts could defeat the very purpose of Continuing Education and squander the mature students' potential in the "new majority."

This need not happen as long as the leadership is alert to the opportunities inherent in the dramatic new demand. The new audience will also be critical and look carefully at what institutions have to offer. The challenge is to look at the new constituencies not as graduates who are, or will be, continuing as alumni who have been processed and packaged and are henceforth expected to be eternally grateful to their alma mater, but to consider them as learners who demand high quality experiences in continuing education.

What seems to be clear is that the new educational consumer will demand continuing education in ever greater volume and in more accessible form. Existing institutions must become willing and able to deliver the goods, or new and innovative, non-traditional, programs may by-pass the campus-based credit mongers.

America's most traditional full-time-students-only universities are accepting part-time students to fill the ivy halls. The economic pragmatists who have carried the day in many periods in American academic history may again lead the way and make higher education a growth industry.

[1]Graubard, Stephen, "Dadedalus," *Journal of the Academy of Arts and Sciences*, Fall, 1974.

About The Author

Cheryl Beamer is Director of Extended Campus and Special Academic Programs at Wayne State College, Wayne, Nebraska. She is a graduate of Illinois State University and received her Ed.D. from the University of Northern Colorado.

WHO'S AFRAID OF INTER-INSTITUTIONAL COOPERATION

Cheryl Beamer

The concept of cooperation brings to mind a picture of a woman on her death bed who had all of her life been an agnostic. In her failing moments she wished she could have some evidence that there was really a heaven or hell. She wondered what each would be like. At the moment Moses appeared and gently told the woman to rise from her bed. Moses and the woman walked silently for miles until, in an open field, there appeared a door. Moses and the woman walked down some stairs to a second door. Moses slowly opened the door and the old woman walked in. There in the middle of the room was a large round table at which six people were seated. Each person had their hands tied in front of them. In the middle of the table was a big pot of stew which contained three twelve-inch spoons. As each individual tried desperately to gain control of a spoon and feed himself, the stew would fall to the floor. "I don't understand," the old woman said as she turned to Moses. "These people are starving to death," Moses simply replied, "This is hell" and escorted the woman from the room. Soon they came to another door. Moses once again opened this door for the woman and she entered. Again this room contained a large round table at which six people were seated. The six individuals' hands were tied in front of them and in the middle of the table was a large pot of stew, within which were three twelve-inch spoons. However, these six people were not starving, but rather with tied hands were taking turns using the three spoons to feed each other. Moses turned to the woman and said, "This is heaven." Six individuals with obstacles to overcome and with limited resources were working together to meet a need.

As representatives of educational institutions, we should develop the concept of inter-institutional cooperation which could elicit at least an image of collegial unity. The image of institutional cooperation multiplies the good in each institution and capitalizes on the strengths in order to promote programming in which the whole is greater than the parts.

The image of cooperative inter-institutional mindedness has been brought into focus by the voices of the public which we serve. Mission and role statements and self-studies conducted by institutions of higher education have helped to provide clearer directions for the quality and quantity of courses and degree programs delivered by respective institutions within a specific geographical area. When expressed needs of the public do not match the educational offerings of the institution of closest proximity, a conflict arises. We may mask the conflict by perceiving that our institutional missions are too restrictive, too precise and too inflexible or by ignoring the educational expectations of the public. We, in higher education, have been conditioned not to think of this conflict situation first as "an opportunity" to serve educational needs through inter-institutional cooperation, but rather as a threat — a potential erosion of our strength.

The movement toward diversity and flexibility in program planning which can be accomplished through inter-institutional cooperation first requires a closer look at the subtle implications of competition. Competition, like cooperation, is an attitude which is translated into action or a process. Rather than ignoring the existence of competition or trying to surgically remove the attitude of competition one should consider the inclusion of competition within a model for inter-institutional cooperation. This model might include three basic elements in developing inter-institutional cooperation; autonomy, altruism, and balance.

Autonomy is an essential element to be considered within cooperative planning. It begs the individual healthy competitive questions on the part of the participating institution: What's in it for us? What do we have to gain? What part will we play? This essential element is characterized by an "I-ism", "Me-ism", "Institutional-ism". These questions must not only be posed, but internally confronted. Each institution must be able to see itself in a cooperative framework separate from the whole.

The element of altruism on the part of each cooperating institution is an important second consideration. An unselfish united broadcasting of loftiness of purpose — meeting the educational needs of the public — becomes the "raison d'etere". This element is characterized by "otherism" or "allism" of purpose.

The third element within a cooperative framework is balance. It is this element in the model which delicately meshes autonomy and altruism. It is the realization on the part of representatives striving for balance that "selfhood" and "allhood" must always be blended if inter-institutional cooperation is to succeed.

About The Authors

Leo McGee, Ph.D., (Ohio State University)
Assistant Dean of Continuing Education
Associate Professor of Education
Tennessee Tech University

Gloria McGee, M.L.S., (George Peabody College)
Assistant Professor and Librarian
College of Education
Tennessee Tech University

THE LIBRARY AND THE CONTINUING EDUCATION ENTERPRISE

Leo McGee **Gloria McGee**

An Emerging Field

Continuing education is by no means a new educational concept. Though somewhat obscure, it has been a part of the education enterprise for several decades. Granted, its greatest visibility has come about in recent years. Throughout the United States, thousands of continuing education programs are conducted on a daily basis.1 These programs are primarily designed for the non-traditional age students. The new clients are adults of all ages who are interested in academic and intellectual advancement.

This new movement is coined the *"Life Long Learning"* era.2 Educational institutions, governing boards, professional associations and adult students have joined the movement of continuing education advocacy.3 In the face of enrollment decline, educational institutions welcome the opportunity to serve a new population. Governing boards and professional associations, concerned with employees maintaining their professional skills, are strongly pushing for continuing education programming. Moreover, the support for the "continuous learning" notion is on the increase among all citizens. They are availing themselves of practically all educational opportunities.4

Continuing education is among the latest emerging educational fields. Some educators consider it the most exciting development in education during this decade. And from all indications, it will be around for many years to come. Classes of various dimensions and foci will continue to attract older adult students. Emphasis on upgrading skills and relicensure will continue to increase. Consequently, educational programming will become more oriented to the needs of this new student population. This new program emphasis is welcomed by the adult students, because they have been somewhat of a "neglected species" during past years.

The facilitation of continuing education programming necessitates the support of many individuals, institutions, and agencies. Some roles are more clearly defined than others.

What part does the library play in this new development? This question is frequently raised by library personnel and adult students alike.

A Practical Paradigm

The role of the library is perhaps as important as classroom instruction in the effectuation of a sound continuing education program. It not only compliments classroom instruction but serves as a psychological uplift to the many students who are insecure in their dealings with the library. It can also serve as a link in a comprehensive approach to addressing the needs of students enrolled in the various courses. In short, class instruction would be significantly weakened without support of the library services. On the other hand, continuing education at the library level alone would be less effective without a strong instructional component.

Because of the special characteristics of the average continuing education enrollee, innovative library programs may best serve this group. Most individuals who partake of continuing education offerings hold full-time jobs, have families, are above the age of twenty-one and are often infrequent users of the library. Usually the reason for taking a particular course is job related or for self-enrichment. No matter what the reason, the library can greatly assist them in accomplishing their goals. The library administration may wish to consider the following suggestions in comceptualizing program efforts for continuing education:5

1. The library staff may encourage local businesses to purchase several business related books. These could be housed in a special section of the library and used by those enrolled in continuing education courses of a business nature. This section of the library, attractively arranged and identified, could be a bright spot and a great morale builder for both the students and benefactors.

2. The library staff could host morning coffees or luncheons for businessmen and other key community officials, continuing education officials from local colleges, school systems, professional associations and other agencies. The purpose of such gatherings would be to: (a.) Clarify needs and concerns of continuing education students, (b.) determine how the library can best serve continuing education clients, (c.) increase potential for financial support of the library's continuing education efforts, and (d.) develop a sense of comradeship among the different factions represented.

3. The library could sponsor workshops or seminars on several different subjects for enrichment purposes. Community resource persons could be utilized in the instructional phase. The subject areas chosen would more likely determine the general age level of the group that would attend. There is a vast array of topics that would attract adults in their early twenties as well as those of senior citizens years.

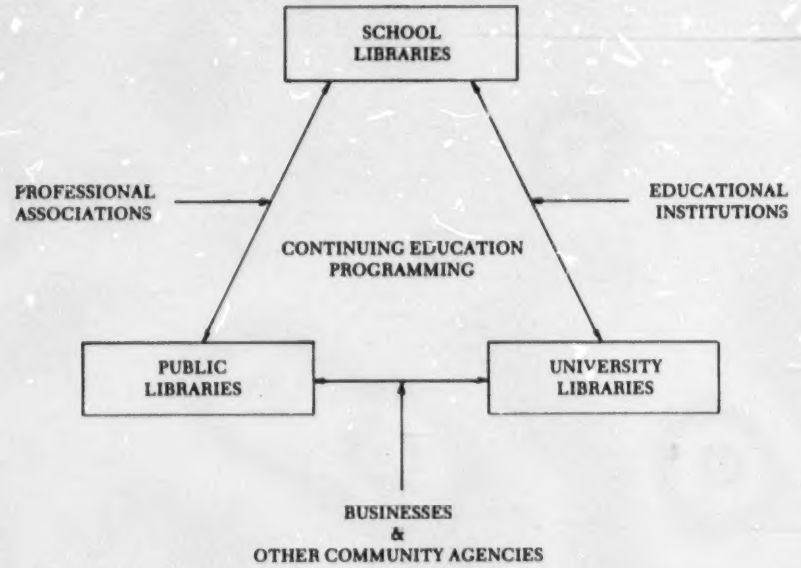
4. Fruition of some of the most viable continuing education programs has been reached when the library cooperated with other community agencies. Success is often accomplished when jointly sponsored programs occur between or among public libraries, school libraries, university libraries, school system continuing education programs, college continuing education programs, business groups, religious groups, civic groups, or others. The main notion here is that when resources from several groups are meshed to accomplish the same goal, greater productivity is likely to result.

5. One of the all important functions that the library administration can play is to keep the lines of communication open to other community agencies interested in continuing education. This perhaps can best be accomplished

through written communiques and regular meetings. Library personnel may wish to play the role of initiator or facilitator in this regard. The important thing is to keep all involved informed of available course offerings, perceived needs of clients and to establish a sense of "community responsibility" for continuing education.

The chart that follows depicts how effective continuing education programming can occur when local libraries and local proponents of continuing education pool their resources.

EFFECTIVE PROGRAMMING THROUGH COOPERATION



Summary

The wide acceptance of the notion that *"Education is a Life Long Process"* has brought about the restructuring of programs and philosophies of many organizations engaged in educational delivery. Education does not end during early adult years, rather, it continues throughout life. It is safe to say that a fair number of national, regional, state and local proponents in official capacities are projecting a positive image regarding this concept. Support for a broad based continuing education program is on the increase.

It seems appropriate for one of the long-standing community educational resources, the library, to become more involved in this exciting venture. It can assist in many ways in helping adult students accomplish their educational goals. Perhaps equally important in this is the reminder to library personnel that library programming should be flexible enough to address the unique needs of the diversed population they serve.

Footnotes

[1]Floyd Fischer, "Financing Continuing Higher Education: One Perspective of the Present and Future," *Continuum*, Vol. XLI, no. 2, December 1976, p. 9; "More Quality Sought in External Graduate Courses," *The Chronicle of Higher Education*, June 20, 1977, p. 6; C. Peter Mayrath, "Major State Universities: The Next Five Years," *Phi Delta Kappan*, Vol. 59, no. 1, September 1977, pp. 18-19; C. Brice Ratchford, "The Place of Continuing Education in the University," *Continuum*, Vol. XLI, no. 3, March 1977, p. 3.

[2]Dyckman Vermilye, *Life Longe Learners — A New Clientele for Higher Education*, (San Francisco: Jossey-Bass, 1974), pp. 1-49.

[3]Cyril Houle, "The Third Era of American Higher Education," *The NUEA Spectator*, Vol. XXXVII, no. 17, December 1974, pp. 8-9; "Graying of Campus: Adult Students Alter Face of U.S. Colleges as Enrollments Falter," *The Wall Street Journal*, January 24, 1977, p. 1.

[4]Fred H. Harrington, "Continuing Professional Education: An Outside View," *Continuum*, Vol. XLI, no. 4, June 1977, p. 4.

[5]Wessie Connell, "One Library's Role in Adult Education," *Adult Leadership*, December 1972, pp. 197-199. This article gives a success story of, nationally recognized, Roudenbery Memorial Library which is located in Cairo, Georgia.

About the Author

Gordon C. Godbey is Professor of Adult and Higher Education, The Pennsylvania State University, University Park, Pa. He was President of ACPE in 1973-74 and editor of *The New Campus* in 1972-73.

EDUCATIONAL TECHNOLOGY AND ANDRAGOGY

Gordon C. Godbey

That part of education which is institutionalized has come under the influence of modern industrial technology, and the technology of the social sciences, so much that many thoughtful persons regard the situation with alarm. The idioms of business increasingly appear in the language of school and college administrators and faculty. The industrial model of factory production is increasingly held up for the educational world to copy. At the same time, the difficulties of financing the huge operation of institutionalized education in this nation have increased the pressure for what is spoken of as efficiency. This latter term should, of course, be distinguished from effectiveness. The message from those in high places in the bureaus is quite clear: we must attain more learning at reduced cost — an educational paraphrasing of Mr. MacNamara's "More bang for the buck".

Although some persons may deny that it is appropriate to talk of educational technology, the term seems well-fixed in our lexicon. The dictionary says that the word "technology" is the terminology of a particular subject; that it is the science of the application of knowledge to practical purposes; and finally that it is the totality of the means employed by a people to provide itself with the objects of material culture. To a considerable degree, I suppose, all of these definitions can be applied to institutionalized education, but each of them falls short in a very important way. It is to this technology that many people look for the increased efficiency that they are pressed to demonstrate. We talk of "delivery systems" of education in much the same way that the supplier of coal or grain does.

Some of the questions which now occur include these: Does technology in education do more than passively serve its inventors?; Is there a kind of feeding on itself in a carcinogenic manner, self-actuated, over which its users have no control?; Does the invention of tools and techniques force us to use them — much as the invention of nuclear bombs demands that they be used?; Does the presence of certain technologies, with their investments of great sums of money, either ignore or suppress those who would speak up about the aspects of education; aspects which we can not measure readily, or transmit with certainty, or describe clearly? Are these the aspects which we may passionately believe are present and worthwhile? Does the growth of educational technology, and the press for efficiency through its use, leave any place in education for the subtle human nuances, the delicate shades of the affective; for hope, faith, and charity?

Alfred North Whitehead in his book *The Function of Reason* refers to what he calls the Reason of Plato, and the Reason of Ulysses. "The one shares Reason with the gods, the other shares it with the foxes", he says. Ulysses was, we recall, the cunning, clever, shrewd Greek who conceived the idea of the wooden horse at the siege of Troy. (Incidentally, the word "shrewd" comes from the Middle English verb *schrewen* — to curse!) Reason, for the fox, is a matter of tactics about given ends which are not to be debated. The fox knows what he wants, and his technology is dedicated to satisfying his wants in the most efficient manner. Those people however

who share reason with the Gods are not likely to be efficient. It is enough to hope that in a few cases they will be effective. But if the only measures of the worth of education are those of profit-seeking businessmen, we and the world have much to be concerned over.

It is in the spirit of Ulysses, or of the fox, that our times have been described as . . . "first and foremost a civilization of means . . ." a thesis advanced by Jacques Ellul, a French scholar, in the book *The Technological Society*. And the spirit of the technological phenomenon in which we have developed a technique *to improve techniques* has invaded our lives far beyond the industrial and business arenas. It is in the field of institutionalized education that I wish to comment just a bit longer.

From the rise of universities in the thirteenth century, and common schools a few centuries later, organized education was embedded in what Schweitzer speaks of as ethical principles based on a view of the universe; a Gestalt, if you will. It is in that framework that humankind ascertained their significance in the scheme of things, and could determine what it meant to be a person, or a self. God was in this Heaven, even though perhaps not all was right with the world; theology was the primary discipline, and education centered around religious institutions. Humankind was assured of a role in the cosmic drama however humble it might be; we were God's children with intrinsic worth in His sight. We were not *Beyond Freedom and Dignity*, as Burrus F. Skinner would have us believe. In working one's way to the climax of one's formal education under the Gestalt of those times, it mattered little whether one took an additional year or two. Neither was it of great moment whether the master taught six or sixteen students.

Times changed for education. (Heretofore I have been saying "institutionalized education" to distinguish between what people learned in institutions, and what they learned on their own from experience. I shall now refer to institutionalized education simply as education, and mention self-directed, experiential learning only when it needs special attention.) We left scholasticism for the liberal or liberating education, building on the fruits of the Renaissance which raised our outlook so much. The schools of all kinds proliferated, but humankind was still regarded as capable of self-determination; schools (and penitentiaries) were predicted on this belief.

With the rise of mathematics, its use in describing the universe and its application through engineering and industry, things changed. In many minds, the rise of the physical sciences brought a deterministic view; the laws of physics became the degrees of fate. We have taken Alexander Pope's "An Essay on Man" and gone beyond his injunction:

> "Know then thyself, presume not God to scan,
> The proper study of mankind is man." . . .

and mankind came to be regarded as another natural object to be studied by the methods and rules of natural science. We therefore, moved from beings capable of responsible conduct to become merely behaving organisms, and the institutions of education have adjusted their treatment of us accordingly. This view, of course, denies freedom by involving us in naturalistic necessity. It also moves humankind, and its education, close to Shakespeare's line wherein life becomes . . . "a tale told by an idiot, signifying nothing". Karl Jaspers commented somewhere that one of the most vital questions of our times is how humanity accommodates to this view of life, and whether we can rise superior to it.

Education has increasingly, therefore, found itself viewing life, and being viewed, in mechanistic terms, but not yet fully pulled apart (in this nation, at least) from the older finalistic views. We waver, although we still go ahead, beyond freedom and dignity.

Education today, along with most of our other functions, has become dependent on a technology which usually functions efficiently. Our common schools cannot operate without the transportation system which brings children from their homes, and returns them after school. The buildings depend on heating and sometimes cooling systems which must function within a few degrees. But more than that, the system depends on what is commonly referred to as the technology of education — systems of *"delivering"* information; systems of examination and grading; systems of storing and retrieving data; systems of housing and feeding students in large numbers — on and on.

There is today an industry of educational research which has replaced the random investigations of earlier years. The modus operandi of this research industry is not unlike that of DUPONT. When the latter wants a product with certain properties, say teflon or nylon, it sets about to invent it. The question of whether the product should be invented at all is based primarily on the degree of profit it will likely bring. So the "edu-industry", following the scent of Federal funding, or the latest "in thing" within the profession, sets about in a purposive, organized program in which research undertakes to support agreed-on learning styles, teaching by computer or whatever, with pre-determined numbers of graduates at varying levels of time served or competency gained.

Along with the technology, or as part of it really, is the current concern for accountability. Quantification is called for, and moral judgments are suspect since they do not neatly fit the pattern. The edu-industry seems to have its sights set on an expanding GEP — the educational equivalent of a GNP. The technology of education includes "scientific management" and managerial techniques not unlike those of A&P, or Gulf Oil. Individual judgments are pressured to fit into systems. Just as the technology of police work can be diverted to dark ends, so can the technology of education serve evil or shallow persons, organizations, and ideals. The strength and courage based on deep personal understanding necessary to resist perversion in education can not be expected to arise out of a system which regularly bends the individual to the system; which rides down those who wander from the efficient lines of production.

When persons in control of schooling, including post-secondary, see it as essentially a vast vocational training ground, whether preparing astronomers, physicians, or plumbers, we are not likely to have a lively concern for esthetic delight, for wonder, for whimsy, for love — either Eros or agape. Through our technology we yearn to make education predictable; to make behavior controlled. An exercise in conformity is far from the exciting, unpredictable adventure in human enlightenment and enjoyment which many of us hope our educational experiences will be over the years.

Recently at a national conference on adult education, I heard a psychologist say that for the future, the most important research needed was of two kinds: genetic manipulation to produce the "right kind" of people; and biological research to enable us litterally to hook the computer to the brain, and transmit knowledge faster to people. That part of our technology may be coming, but when it does, I shall turn educational Luddite, and blow up the machinery!

About The Authors

John J. DeRolf is Dean, School of Continuing Studies, Old Dominion University. He has been a classroom teacher and principal in the public schools of Nebraska; served as director and dean at universities in Nebraska, New York, and Illinois.

Lawrence C. Doloto is the administrator of the Virginia Tidewater Consortium for Continuing Higher Education and is Professor of English. Old Dominion University.

REGIONAL CONSORTIUM FOR CONTINUING HIGHER EDUCATION

Dr. John J. DeRolf III **Dr. Lawrence G. Dotolo**

Universities and colleges reacting to the impact of an uncertain economy and declining enrollments are searching for other means to augment their student population. The attention of these institutions has focused on the adult student to such an extent that most universities and colleges located in close proximity to each other often compete for the same student market. This competition oftentimes causes marginally unethical or at least counter-productive practices and leads to bitter controversy among institutions of higher learning. Unfortunately, undue duplication results in waste in the colleges' human resources and hard dollars. When the duplication is between public institutions, it becomes obvious that the state is carrying an undue and unrealistic burden. In the austere eighties, the public through its state legislatures will not tolerate these duplicative practices. Cooperation is not only desirable, it is being mandated.

The State of Virginia has thirty-nine state-supported colleges and universities, including some with more than one campus. Most of them have active continuing education or outreach programs, which by their very nature tend to be sources of initial conflict between institutions of higher education. The Virginia General Assembly in 1973 passed a resolution calling for the establishment of six regional consortia for the purpose of coordinating all the off-campus credit offerings of the state institutions of higher learning. These consortia were designed to limit duplication of effort, to foster greater cooperation among the colleges and universities of the consortia and to provide quality continuing education for the people of Virginia.

A great number of the students who take credit courses off-campus are older adults whose attendance pattern is non-traditional. These students maintain full-time employment and at the same time pursue a goal in higher education. The state-wide consortia were established to facilitate the continuing education of these older, part-time students. The consortia provide easy access to higher education, guidance and counseling, a more equitable means of transfer of credit and the strength of carefully coordinated cooperative programs.

The Virginia Tidewater Consortium for Continuing Higher Education is one of six regional consortia and for the purpose of specificity it will be referred to as representative. Although developments in the consortia proceed unevenly, each consortium seems to face similar problems. Suffice to say that there is at once a high degree of commonality and at the same time substantial uniqueness. Each

consortium has a focal institution which is usually a regional university with substantial undergraduate programs and a major involvement in graduate study. In the Tidewater Consortium, Old Dominion University is the focal institution. The other resident members of the Consortium are Thomas Nelson Community College, Tidewater Community College, Eastern Shore Community College, Paul D. Camp Community College, The College of William and Mary, Christopher Newport College, Norfolk State College, Hampton Institute and Eastern Virginia Medical School. The two non-resident members are Virginia Polytechnic Institute and State University and the University of Virginia. In the 1978-79 academic year, these institutions had an off-campus credit enrollment of 32,844 students in the Tidewater area of Virginia.

Virginia has two state-supported comprehensive universities, the University of Virginia and Virginia Polytechnic Institute and State University, that have the capabilities of providing continuing education anywhere in the state. These comprehensive universities by state guidelines have the responsibility to augment and supplement the regional institutions. Hence, any program that cannot be provided by the resident members of the Tidewater Consortium may be offered by one of the comprehensive universities. However, the comprehensive university must not duplicate or infringe upon any area that lies within the expertise of the resident members of the Tidewater Consortium.

In the Tidewater Consortium, all courses offered by an institution must be approved by the Consortium Board, through its representative, the Consortium Administrator, or the appropriate committee. Since all courses offered have to be submitted for review, the likelihood of unplanned duplication is reduced. The Consortium also has the stipulation that all lower division off-campus courses are the province of the community college. Thus, all lower division courses offered off-campus are taught by the community colleges who are members of the Consortium or are taught by senior institutions with the permission of the appropriate community college. It should be noted that any member of the Consortium may object if it feels that another school is infringing upon its rights; ultimately an appeal to the State Council of Higher Education of Virginia is possible.

What has resulted from the necessity of course approvals is more effective communication between institutions. While still trying to advance their own institutions, Deans of Continuing Education have begun to work more cooperatively. If they are requested by an agency to offer a course that is located near the campus of another institution, the Deans confer with that institution to determine if there is duplication and if a cooperative effort could be possible. It has happened that one college provided the instructor and took the undergraduate registrations while another institution accepted the graduate registrations.

Cooperation in off-campus centers is fast becoming an important part of the function of the Consortium. Recently, some of the institutions established off-campus centers on military installations. An off-campus center representing more than one institution is more efficient and cost effective than an office representing one.

The military bases were selected as off-campus sites because of the encroachment off the off-campus operations of out-of-state institutions. The proliferation of these institutions has caused great concern among the Deans of Continuing Education. In fact, the large enrollments (23,000 in the 1978-79 academic year) generated by these

out-of-state institutions have adversely affected some of the on-campus programs of our institutions. Because of this adverse effect and because of the greater spirit of cooperation found among the institutions of the Consortium, the Consortium has employed full-time representatives to the military bases to work directly with the military in establishing on-base programs. The uniqueness of the positions is that the representatives represent equally each institution involved in the office. These representatives are familiar with the programs of each of the institutions and advocate those programs that can best respond to the educational needs of the military and civilian populations of the military installations. In essence, each of the institutions is receiving a full-time field representative at a fraction of the full-time cost.

Another result of the consortium concept has been the recognition that greater articulation between the community colleges and the senior colleges must exist. The community college system is viable, productive and necessary; thus, the senior colleges must be made more aware of the community college programs and degrees. What evolves from this is the freedom of the adult part-time student to select the course and then the most convenient place to take the course rather than an individual institution. The Consortium to enhance this end has formed an Articulation Committee made up of representatives of all the member institutions. To further facilitate the transfer of credit from one institution in the Consortium to another, the Consortium has established a cross-registration system through which a student at one institution can take courses at another Consortium institution and receive resident credit from his home institution. The initiation of the cross-registration system has further underscored the positive sense of cooperation felt among the institutions in the Tidewater Consortium.

However, the regional consortium concept is not without its problems. There is often resentment between colleges over programs that are offered. Members of the Consortium are always given preference over other institutions, and no non-Consortium member institution may offer courses within the boundaries of the Consortium without first seeking permission. (This rule applies only to in-state, consortia institutions.) Thus, a school system, the number one recipient of continuing higher education in Tidewater, has a good selection of courses, but a somewhat limited selection of institutions. Unless the school system has a very strong and legitimate reason for the selection of a non-resident institution, in all probability, the regional institutions will be the only ones permitted to teach the course. Although some superintendents have found this restriction too narrow, there has to be the realization that unlimited resources and multiples of choice are no longer possible, probable or profitable in higher education in light of the economic pressures of the time. What may result from this restriction is the school system opting for an out-of-state institution which is beyond the regulation of the Consortium and the State Council of Higher Education of Virginia. This has not yet become a problem

It is hoped that as time goes on the requesting agencies and individuals will recognize the reasons for the Consortium's existence and the benefits it can and will supply to the public. Conversely, the Consortium must recognize that on occasion a school system might have sufficient reasons for not wanting a resident institution; thus, flexibility must be present so that the requesting agency can receive the kind of continuing education it desires.

As one looks to the future of the Tidewater Consortium, certain concerns are prominent. An initial problem is that institutions which have involved themselves deeply in the activities of the Consortium today may realize that their endeavors

bring them to policies which may not suit their goals at another time. In the area of off-campus instruction there are now definite limits as to the kinds of programs that a given participating institution may offer. Thus, the aura of good will and cooperation that has marked so much of the initial development of the Consortium may be somewhat tempered by the realization that each institution must give of itself and its independence in the process. Many of the institutional representatives have experienced the positive aspects of this arrangement with future limitations somewhat hidden from view, or at least, less immediate.

Perhaps another aspect of the same problem is that many continuing education programs are based for success on the efforts of entrepreneural directors who generate funds which help underwrite other aspects of the institution's continuing education effort. One must recognize that directors from senior institutions cannot offer lower division credit courses (a most lucrative field) unless for unusual reasons the permission of the local community college is forthcoming. In the past, surplus income from these lower division courses might have made it possible to offer a non-credit program or to continue relatively low enrollment in upper division courses. Therefore, it is easy to see that people involved in continuing education are somewhat concerned not only about current limitations but losses which could come from the combination of not being allowed to compete in certain areas and being forced to share the market in other program areas resulting in reduced revenues.

Three other areas of specific difficulty must be faced; they are the telecommunications, non-credit instruction and external non-traditional degree programs. Telecommunications will become an area of conflict if and when an institution or type of institution tries to control offerings of an area or level of complexity. If this happens, the general tendency will be to limit the development of television and radio instruction. The Consortium needs to develop the skills which allow various campuses, alone or in conjunction with one another, to develop high level courses. Ultimately, some way of avoiding injurious competition in media may be needed.

The Consortium is empowered to deal with duplication in non-credit programs. Currently, institutions do not seem to wish to face the situation. One obvious reason is that all institutions seem to be doing well, and competition has not been a problem of any significance.. However, as more non-credit programs are developed for the part-time adult students the Consortium may have to involve itself. This will be a most difficult situation since the level at which a course may be offered is a most inexact matter; reasonable people vary greatly in their interpretation of such levels.

The focal institutions are mandated to take a leadership role in the development of a non-traditional external degree. Within the Consortium there is a logical feeling that everyone involved should "get a piece of the action;" this probably means that a degree program based on course blocks specifically definable and dividable may be desirable. However, the leading edge in non-traditional programming has moved into areas of work experience assessment or competency assessment. Certainly the trend has been to individualize a person's degree plan. The Consortium may develop an external degree which is only a bit non-traditional but may be acceptable politically as well as pedagogically. The alternative is to develop a degree less easily divided instructionally and more innovative with the probability of substantial initial faculty resistance as a major factor of consideration. A course of action has not yet been determined.

The Consortium has much to offer Tidewater is currently a success at accomplishing vast reduction of duplication with fewer energies being wasted in counter-productive and unwarranted competition. With this initial accomplishment in continuing education, the Consortium is beginning to expand its center of interest from continuing education to those academic programs which occur solely on the campuses of the colleges and universities. As the theme of cooperation increases, greater flexibility and interchangeability in undergraduate and graduate degree programs will occur.

The Consortium, ideally, should not become a super bureaucracy, but rather an agency that looks for ways that the colleges and universities can effectively work together — always having as its goal the offering of quality higher education in such a way that the taxpayers benefit. It should be the catalyst for cooperative efforts and should support programs that reflect an honest effort to cooperate. The result of this cooperation would be quality programs using the resources of a number of institutions of higher education to meet the educational needs of Tidewater Virginia.

About The Author

Frank A. Downes is Professor of Educational Administration, Supervision and Curriculum as well as Dean of Continuing Education at Western Illinois University, Macomb, Illinois.

CONTINUING EDUCATION: A JOURNEY

Frank A. Downes

There is consensus among educational historians that the 1860's are a suitable point to consider the beginning of the present educational system of post-secondary education. It was then that the first definite steps toward secularization of the American college and the modernization of its curriculum were taken. (4:xiii) This was the time of the Morrill Act which established the Land Grant Colleges and the opening of the West after the Civil War. It was 30 years before William Rainey Harper founded the University of Chicago with an emphasis on adult education and hired John Dewey as a department head. It was in 1894 that the young Vermont village school teacher complained that the kinds of schooling children received in the 18th and 19th centuries would not do in the 20th. (4:73) Cooperative extension followed shortly thereafter with the Smith-Lever Act of 1914 and vocational education including a provision for adult education took a major step forward with the passage of the Smith-Hughes Act of 1917.

There are those today who claim that the 20th century to which John Dewey referred back in 1894 ended shortly after World War II and that the schooling people received in the 20th century will not do in today's post-industrial society or in the society of tomorrow.

In 1942, John Studebaker, wartime Commissioner of Education, said "I have long felt that a real program of adult education is overdue in the United States . . . The next big area for conquest by american education . . . is the field of adulthood." (9:58) Studebaker's expectations for adult education programs were not fulfilled however, partly because of World War II. The heavy demands place on institutions by returning veterans — demands largely for conventional programs — precluded expansion of collegiate adult education except through regular course work. The reality of a learning society was to await the priorities of a later decade and the arrival of a new depression in higher education. (7:34)

A recent education project report called ours a balance-sheet society with a bottom line system of values. The report went on to describe the first twenty years of life as an investment; the next 40 years as a dividend; and the last 20 years as a social problem.

An overstatement? Maybe. But, at one time over half of our population was under 25. In another 20 years over half our population will be over 50. (8:26)

Education, as a social institution, has traditionally dealt with "the investment years." Education is, and long has been, a process of preparing the young for life or for a career and it has been the degree-granting institution that has served as both our instrument of ambition and our vehicle to status.

I am not suggesting that the investment years should change character or that institutions should stop preparing students for life. But education must no longer be

confined to the young. The young must not look forward to its completion; the old must not look back on it as an accomplishment of immaturity. (2:102) This is in essence the concept of continuing education; lifelong learning.

We have the "Learning Society," the "New Majority," the "Non-traditional Student," the "Mature Student" (a euphenism for us older folks), and the "Part-time Student." We have the "Evening School," "Extension," "University College," and "Continuing Education," among other names. I don't think there are any generally accepted definitions of all these terms, and many of them are interchangeable. For the purpose of this paper, the term continuing education is used to express a concept of a central core from which programs, procedures, and structures radiate in response to current need and changing society. It is a concept of a dynamic nature. It is non-traditional in the sense that it does not include the initial preparation of young people. Education for part-time students may be part of continuing education. In fact, virtually all students involved in continuing education are part-time students. However, the part-time student might not yet be a member of the learning society involved in continuing education but may be pursuing traditional preparation for life or for a career on a less than full-time basis.

The temptation of the moment is to think of adult students as sort of office temporaries useful to fill temporary vacancies in traditional programs and to shore up sagging gate receipts — to think of continuing education as allowing a few adults to fill empty spaces when it is convenient. But, if our colleges are to be open and continuing for all ages, changes will be required which will shake the status quo as completely as the "cow colleges" shook the established order more than a century ago. The purists today will be just as resistant and as uncomplimentary to change as the label "cow college" suggests they were then. The fact is that the American university has changed very little during this past century. Bledstein points out the values and arrangements that emerged and matured in the nineteenth century are readily identifiable in the twentieth. They are careerism, competition, the standardization of rules and the organizations of hierarchies, the obsession with expansion and growth, professionals seeking recognition and financial rewards for their efforts, and administrators in the process of building empires (3:56). An article in *The Chronicle of Higher Education* quoted an MIT professor as saying that the introduction of television into the university had about the same impact on the faculty as the introduction of the telephone would have had on a monastic order avowing silence.

I believe that by and large our faculties are willing to examine their assumptions about education, their arrangements, and their conveniences, and that they are truly open to change. What is needed is a leadership that can raise its sights and its voice about parochial concerns and above the depressed spirit of oppressed budgets. (6:51-52)

For many years now, continuing education like traditional education has been product oriented. It is a marketing axiom that as a product matures and as its market matures and as the relationship between supply and demand changes, it becomes necessary for direction and orientation in management to change as well. An analogy has been drawn between higher education today and the railroads. The railroads are an industry which have been dominated by considerations of equipment, trains, and roads of rails. Had the managers looked up from the rails and realized that they were in the transportation business not the railroad business, then the situation in which railroads now find themselves might be different.

For education the message is clear, and the thrust of the message calls for a transition from an enterprise serving primarily a traditional market to one serving a new market. There are several reasons for this. First the demography is changing. The post-war baby boom is over and our population is getting older. Second, in addition to the changing proportion of the age groups in our population, the absolute number of students in the traditional sector of post-secondary education will decrease. A look at junior high school and elementary school enrollments will verify this fact. Third, the current supply of traditional higher education services is greater than will be needed by the traditional sector in the near future. Many people assume that serving new markets — adult, part-time and non-traditional — can be done in traditional ways. My own experience and the experience of others conducting national, state, and regional studies demonstrates clearly that this is not true (8:26). Around the campuses I visit, there is the acknowledgement that the message has been received but the message appears to be too broad to suggest any specific action, and we all know institutions of society, like species of animals, adapt themselves not in anticipation of change but in response to changes that have already occurred (1:145-146).

Today, we are told that continuing education is necessary, desirable, and a primary function of a college or university. At the same time we are told that continuing education cannot compare with resident instruction in quality because of the rich educational environment which exists in the resident setting. Education for adults has been inflexible, much too bound by traditional notions of educational procedures. The days of using adult education to socialize immigrants and as a steppingstone to the middle class for the poor are over. Continuing education can no longer be viewed as consisting merely of transmission to mature people of campus courses developed to meet the needs of adolescents. In this rapidly changing society it is difficult to achieve and maintain a satisfactory level of political, vocational, cultural, and avocational competence needed for a full and successful life. If adults are to effectively manage their own affairs and have a meaningful voice in the operation of their society, continuous learning is necessary, and the university is the most likely institution to accept the responsibility and the challenge to provide the assistance needed.

The problem I am trying to point out is what seems to be confusion between educating the young for life, using non-traditional methods including part-time study, and continuing education which cannot begin until traditional preparation has been completed. The former, traditional preparation of students using non-traditional methods, especially part-time study, can be an adaptation of the current institutional system. Continuing education cannot be.

Continuing education is a concept in itself. But it is also a part of the larger concept which spawned it — education. Continuing education is the latest "new frontier." It is, by nature, market oriented emanating from a positive attitude, using the strengths of existing institutions in a cooperative manner, while planning from thrust rather than toward predetermined objectives. The concept encourages societal institutions to cooperate and makes maximum use of relative strengths while minimizing individual weaknesses.

For an idea as radical as continuing education to work (and it is very radical to tell successful professionals including university professors that their education did not end with the last degree), America's higher education leadership must be prepared to say "come at any time, at any age, and we will adjust our institution to meet your needs." If fully implemented, continuing education will change the face

of higher education. Radical? Yes. But is it any more radical than the Northwest Ordinance, or the Land Grant Act or the G.I. Bill were in their time? (6:51).

A faculty defines an academic degree which is offered by any particular institution. Certain experiences, exposures, and competencies were translated into course work which a student must successfully complete to be awarded the desired degree. It is this institutional definition of degrees which reflects the make-up of the faculty and insures the individuality of a university. However, the professoriate, in general, is guild oriented in a technological society. While an argument can be made for the master/apprentice system of education, the argument rests on interface between the teacher and a limited number of students — a situation that rarely exists in most large universities except toward the end of a degree program.

Another premise of the guild system is the superior knowledge of the master in preparing the apprentice for his/her trade. In today's mass production society where large classes are often met by a single professor, the master/apprentice concept breaks down but may still retain some validity where the professor is preparing students for life or for a career — albeit using yesterday's tools. But, in dealing with the continuing education of people who have already been prepared and are, in fact, already productive members of society, the model breaks down completely. In fact, the faculty is no longer able to define the desired end result on a mass basis!

Continuing education is a journey. Each person participating in the journey has his/her own personal destination. The professoriate can be only a companion on the journey leading when he/she has some needed expertise. Is a learning society the end of universities as we know them today? Not as long as the traditional purpose of the university prevails — to discover and disseminate knowledge. The university will always be needed to continue preparing the young for life and for careers. Continuing education should be a vital part of the university. It is imperative that a continuing education program reflect the character of the parent institution. In order to take on the larger task of continuing education, the university needs to strengthen its base of scholarship and become a reservoir of resources for both the national and local communities. This means establishing new partnerships in a more fluid and flexible format and serving as facilitators to help people learn what they want to learn rather than teaching what the professoriate thinks should be taught.

In order to accomplish such a mammoth task, the university needs new partners. As the concept of life-long learning becomes more developed, the classroom will become more broadly defined and a marriage of occupation, recreation, and academic pursuits will become solidified. Re-education and re-training are often viewed as necessary when knowledge and skills become obsolete. Continuing education before obsolescence would help to prevent the problem.

Continuing education is a plea for interaction among the many facets of today's society. It is not a world of credit, courses and degrees. It is a world of interdependence. It is a world where the practitioner and the theorist walk hand-in-hand and change roles occasionally. It is a world where the philosopher has seen the factory and has learned as much from the experience as he/she has taught. It is a world where salespeople relate to Arthur Miller; where the vocational teacher meets Aquinas; where the engineer converses with Machiavelli; where the medical doctor has an intimate relationship with Aristotle; and where the professor finds reality. It is the opposite of today's narrow specialization. Yet, it is more than a simple interdisciplinary approach. John Stuart Mill long ago said "Men are men before they are lawyers, or physicians or merchants — if you make them capable

and sensible men, they will make themselves capable and sensible lawyers or physicians." This is the job of traditional programs. Continuing education embraces far more than Mill expressed. The concept of continuing education does not deal with humanizing the professional during the pre-service phase of his/her life. It provides the opportunity to integrate the best thinking and the best education available with his/her adult life. In the purest sense, it is a journey toward the achievement of the Renaissance ideal — an educated society. Continuing education is nothing more than a revival of the Jeffersonian concept. It includes the "new vocationalism," but so did Jefferson's concept of education.

When we become a learning society the academic empires will have broken down. The practitioner will be recognized for his/her contribution. The theorist will submit his/her theories to the test. The former student will return to teach the master and the master will learn from the student. Industrial plants, political forums, and business establishments will become part of the learning environment.

When a learning society becomes a reality, the professor will no longer be a master but a partner on the journey teaching what he/she knows best but also learning and contributing to the body of knowledge according to his/her measure when, where, and in the manner needed.

Continuing education is a vehicle which can take us on our journey toward a learning society. The Smith-Lever Act of 1914 set up a model. But the model was, and still is, primarily concerned with agriculture and home economics. The Technical Services Act of 1967 attempted to set up a model for industry. It failed. The elements are, and have long been, available to begin the journey. Perhaps a new depression in higher education is close enough so that universities will stop counting numbers and begin to form the new partnerships needed for the journey to another frontier.

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About The Author

Geoffrey A. Smith is Associate Dean, Continuing Education at Western Michigan University. He has been a classroom teacher in England; teacher, principal, and Director of Extension in Canada; and has been associated with colleges and universities in Michigan since 1968.

OVER THE HILL? OR GETTING READY FOR THE NEXT MOUNTAIN?

Geoffrey A. Smith

In the middle of the journey of our life
I came to my senses in a dark forest
For I had lost the straight path.
Oh, how hard it is to tell
What a dense, wild and tangle wood this was,
The thought of which renews my fear!
So terrible it is that death is hardly worse.

Dante — *The Divine Comedy*

Almost seven hundred years ago the poet described with sensitivity that transitional state which the popular literature now describes as the "mid-life crisis." Passing the fortieth birthday (as Jack Benny always had fun reminding us) is for many people an emotional hazard. Time is our means of measuring progress toward our life goals and since its passing is inevitable, we are forced periodically to assess our progress. For many individuals the early forties is the period when they decide, for one reason or another, that their life is no longer on schedule and it is time for a change.

Frankly there is not much research on the "mid-life crisis" — yet — and what is known seems to be derived more from the novelist like, Joseph Holler [*Something Happened*] or Saul Bellow [*Humbolt's Gift*] or the playwright Albee [*Who's Afraid of Virginia Woolf*] than from the scholar or the researcher. The scene usually unfurls with increasing physiological, psychological and sociological pressures converging on the forty-year-old almost simultaneously. Beneath the trappings of apparent success a brain is whirring, trying to reconcile the past — what has happened — with the future — what will happen. The novelists tell — and the psychologists seem to concur — that the middle aged male who has difficulty dealing with these pressures is likely to experience considerable self doubt about his ability to succeed, or even to improve. He is usually ambivalent and afraid of failure or even of taking a risk. His self esteem is shrinking as his level of anxiety rises. He has many questions about his own identity and may be obsessed with feelings of being different. Most of all he senses the loss of time. Life is rushing along without him.

The experience is not unique to men. Female menopause has been the subject of psychological and medical interest for many years, but add to that the sociological concern with the "empty nest" phenomena as the children mature and leave home, and the more recent feminist pressure for all women to be their own woman and it becomes very clear that the psychological conditions described above apply to both sexes.

Sheehy in *Passages* has described the life span as a series of transitions involving the movement through time from one status or role to another. Each transition, or "passage," lasting anywhere from eight to fifteen years, involves the development, stabilization and termination of a series of age-linked roles and relationships. Through the earlier "passages" the individual sees these roles and relationships expanding — his career and life are progressing, but, after forty, further expansion seems limited. The younger ones who were earlier dependent on him/her are now establishing their independence. The older people with whom he or she had special relationships are no longer active, and some have died — a rather forceful reminder of the transitory nature of life.

While personality change is the most documented characteristic of the mid-life crisis, another factor — career change — is emerging as a considerable social concern. It has fostered new graduate programs at universities, has created employment agencies catering to mid career job changes, and has generated a whole new area of consultancy business for psychiatrists.

The dynamics of career shifting, whether undertaken voluntarily or not, provide considerable insight into the nature of the mid-life crisis.

Some career changes occur because a new life style is desired. The dentist leaves his practice to run a ski-lodge.

For others the "social worth" of an occupation changes. Hiestand in *Changing Careers after Thirty Five* noted the number of middle aged engineers becoming teachers and social workers.

In some fields more career options are available permitting considerable vocational mobility. Banking is a business that no longer seeks to attract accountants only.

Boredom is a big problem for many adults who have held the same job or been with the same company for twenty years.

Increased leisure opportunities and questioning of the work ethic may lead to a search for a less time consuming job.

Technological obsolescence may simply eliminate the job, and changes in political priorities may reduce the significance of some careers; aerospace engineering, for example.

And some people become so successful in their chosen career that it ceases to be a challenge. They seek personal self renewal by challenging a new career.

Whatever the cause, mid career changing seems likely to expand. Many of us boast of having had more than one career already. Were we well prepared for this change, or just lucky — being there when we were needed. Well, if luck is being prepared for the next opportunity, our schools and universities need to consider the benefit of multiple career preparation especially in the context of lifelong learning. Forty may then truly become the point where new life begins.

About The Author

Joel Walters is Assistant to the Dean, School of Continuing Education at Central Missouri State University. He has been a teacher, coach, and administrator in the public schools of Iowa and Missouri.

CONTINUING EDUCATION UNITS COULD BE FOR YOU!

Joel Walters

If you are responsible for organizing in-service training, for providing licensing refresher courses, for developing industrial workshops for promotion, or in any way involved with continuing education for adult learners, Continuing Education Units may be the answer to your educational needs.

A well accepted definition of CEU is, "A nationally recognized uniform system for providing the individual adult learner with a permanent, official record of participation in significant non-credit learning experiences." The School of Continuing Education at Central Missouri State University, in Warrensburg, Missouri, requested and received approval during the Fall term of 1979-80 to offer CEU activities. Central Missouri State University is a regional Missouri university located approximately 50 miles east of Kansas City, serving the west-central region of the state. Central Missouri State University had 8319 underclassmen, as well as 1586 graduate students enrolled when the Fall term began. The scope of the University has grown from a once predominantly teacher-training institution, into a modern multipurpose university. Central Missouri State University's School of Continuing Education serves the area through the administration of off-campus courses, forums, lectures, conferences, surveys, and school visitations.

Shortly after receiving approval to offer CEU activities, the Continuing Education office received a request from Ms. Loro Beth Johnson, the Education Director for the Headstart Program, for the Missouri Valley Human Resource Development Corporation, located in Corder, Missouri. Ms. Johnson's request was for Central Missouri State University to provide training in preschool educational and psychological assessment for Headstart employees. After discussions concerning the needs of the Headstart group, the possibility of offering this training for CEU credit was discussed. Ms. Johnson enthusiastically accepted this approach because it would provide recognition in the form of a certificate of successful completion for the majority of Headstart employees who are not actively enrolled in college, while also providing one credit hour of college credit for those few employees who are pursuing a college degree.

At the present time, three training sessions have been conducted; one each on October 1st, November 5th, and December 3rd. An additional session is planned for January 7th, 1980. Ms. Johnson reported that the CEU program appealed to Headstart because, "It provides an opportunity for those staff members not pursuing a college degree to earn a valid credential to use for future job resume or in establishing proof of appropriate college-based training to meet Child Development Associate requirements." A total of 56 employees are taking part in the seminar. These 56 are drawn from job categories such as Teacher/Supervisor, Teacher Assistant, Support Staff, Community Aides, and Volunteers. Ms. Johnson also expressed the belief that Headstart Center planning is enhanced when Teacher,

Community Aides, and Teacher Assistants receive the same training concurrently, as was done in this project.

The content of the four training sessions was coordinated by Dr. Robert Higgins, the head of the Psychology Department. The departments of Guidance and Special Education, as well as Psychology provided instructors for the seminar. The content of the training sessions included instruction in dealing with emotionally disturbed and maladjusted pre-school children; pre-school psycho-educational assessment; and Individual Educational Programs (I.E.P.) for these children.

Each of the participants who enrolled for the CEU credit will receive a certificate upon successful completion of the activity. A record of each person's participation will also be kept in the School of Continuing Education offices and will be updated each time that individual participates in another CEU activity.

It is hoped that other groups such as school bus drivers, school lunch employees, medical technicians and any other appropriate group will find CEU activities appropriate for use in their in-service of training programs. CEU's are not appropriate for every activity, but they do appear to satisfy a specific need for recognition of non-credit endeavors.

About The Author

Hal Salisbury serves as Director, Continuing Education as well as Professor of Human Services at Western Carolina University. He earned his Ph.D. in Counselor Education at the University of South Carolina.

OFF-CAMPUS CREDIT COURSES: OUTCASTS OR MEMBERS OF THE FAMILY

Hal Salisbury

Most colleges and universities publicly state that a part of their mission is to serve the educational needs of citizens who are not in the traditional 18-22 year old college age group. A group often referred to as the New Majority.1 Most would also agree that this group is assuming increasing importance.

While there are many ways of responding to the educational needs of older students, one of the most popular methods is by means of degree credit extension instruction. This is especially true in continuing professional education.

In North Carolina, for example, public school teachers are required to earn six semester hours of graduate credit each four years until they have earned a total of 30 semester hours. Additionally, the Southern Association of Colleges and Schools requires that a stipulated portion of teachers in secondary schools hold the master's degree or be in a program of study leading to a master's degree. Large numbers of off-campus courses are made available each year to public school teachers to help up-grade faculties. In 1978 a Concurring Resolution was signed by the North Carolina State Board of Education and the Board of Governors of the University of North Carolina which stressed the importance of strong University support for field-based master's and intermediate degree programs.2

The ability of institutions in North Carolina, as well as some other states, to respond to these needs is sorely handicapped by the State's practice of requiring that the general instructional costs of degree credit extension instruction must be met from student fees. This situation is further complicated by the fact that extension students cannot be included in the institution's count of "regular session" students which provide the principal basis for requesting and receiving appropriated support from the State General Fund. Students taught in extension courses do not count toward justifying faculty and cannot be counted in regular faculty load reports. This, for all practical purposes, results in the necessity of either employing adjunct faculty or regular faculty on an overload basis to teach off-campus courses. Both of these alternatives have serious problems. Most institutions do not wish to utilize a sizable number of adjunct faculty because they are not as familiar with the programs, there is less quality control, and the teaching function is clearly a secondary priority with many of them. Regular instructors teaching on an overload basis overcome these problems, but new ones arise. Instructors teaching extension courses on an overload basis are required to travel long distances, teach a class (usually three hours in length) and return to the campus, often arriving very late at night. In many cases they must be back on campus early the next morning to teach a regular on-campus course. Additionally, since most institutions have regulations restricting faculty to one overload course per semester, a point is quickly reached at which the available pool of instructors for extension courses is depleted and many significant requests must be denied.

What is the reason for this gross inequity? In spite of many explanations, it seems to boil down to the fact that in spite of all the official utterances supporting off-campus instructional programs, they are still not considered a part of the regular academic family. The time has come when this situation must be recognized and corrected for several very pressing reasons.

Most individuals who enroll in off-campus degree credit courses are overwhelmingly beyond the typical college age of 18-22. They are usually married with families to support, have fulltime jobs and live some distance from the nearest college campus. The option of attending regular on-campus courses is not a viable one for most of these students. If they are to continue their education, courses must be offered at a convenient time and location. If traditional colleges and universities fail to respond to the needs of these students, a few innovative universities and systems will corner the market, or at worst, institutions will deliver programs that will continue to exploit many of these individuals.3

An additional reason for giving full support for off-campus credit instruction is the continuing and expanding energy crisis. As the availability and price of gasoline becomes an increasing concern, it stands to reason that it is a much wiser use of our fuel resources to allow an instructor to drive fifty miles from campus to offer a course than to expect twenty or twenty-five students to drive the same distance to class. Even assuming a well organized car pool, it is still vastly more conservative to offer the course at a site convenient to a majority of the students.

Perhaps the strongest reason for bringing off-campus instruction into the academic family is that most institutions do not make a distinction with respect to the value of academic credit earned by students in regular on-campus or off-campus instruction. This is largely a result of the outstanding efforts made by these institutions to insure that the standards of quality for extension credit courses are the same as those for on-campus courses. If there is no difference in the quality of the courses, there should be no differences in the recognition the course, instructor, and the institution receives by offering it.

The time has definitely come to accept off-campus degree credit instructional programs into full membership in the university family. A membership that includes full recognition and full funding.

Footnotes

[1]"The New Majority," National University Extension Association, 1979.

[2]Concurring Resolution. State Board of Education and The Board of Governors of the University of North Carolina. September, 1978.

[3]"Some Colleges Are Bobbing Up Everywhere." *The New York Times*, January 7, 1979.

About The Authors

Dr. Peter Abrams is Professor of Educational Research and Evaluation at Northern Illinois University. He has taught in the Chicago City College system. Dr. Abrams received his Ph.D. from Illinois Institute of Technology.

Dr. Harold Collins is Professor of Educational Administration and Associate Dean of the College of Continuing Education at Northern Illinois University. He has been a high school teacher and principal in Illinois public schools. Dr. Collins received his Ph.D. from Purdue University.

Dr. Joseph Ellis is Professor of Educational Research and Evaluation and Coordinator of Research and Services for the College of Education at Northern Illinois University. He has been a high school teacher and has taught in higher education institutions in North Carolina, Texas, Indiana and Illinois. Dr. Ellis received his Ed.D. from the University of Texas at Austin.

Dr. Leonard Pourchot is Professor of Education at Northern Illinois University in the Faculty of Research and Education. His experiences in teaching and administration range from junior high school through graduate education. Dr. Pourchot received his doctorate from the University of Northern Colorado.

PERCEPTIONS AND OPINIONS ABOUT OFF-CAMPUS GRADUATE EDUCATION COURSES

Joseph R. Ellis **Leonard L. Pourchot**
Peter Abrams **Harold Collins**

Introduction to the Study

The decade of the 1970's was a period in which extensive and important changes occurred in the preparation of professionals in the field of education. One such change involved a trend toward a marked increase in off-campus course offerings by institutions of higher education involved in providing in-service and graduate level work for educators. Among those forces accelerating this trend were improved delivery systems, a reversal of the teacher supply/demand situation to one of excessive supply, an increasing shortage of energy, and the educators' continued need for more knowledge, competencies and increased skills to cope with expanding and changing demands placed upon schools.

Accompanying the trend toward increased extension study and teaching has been a concern for the quality of student and teacher performance in courses offered away from the traditional college and university setting and atmosphere. Do these students and teachers have similar course expectations, perform as well and achieve as much as in like on-campus offerings? How can the off-campus offerings be improved to assure the highest quality possible and the most relevant, need-satisfying and meaningful experiences of the students participating in off-campus classes? How can needed learning resources and support services be provided for these students and teachers effectively and efficiently? These are some of the major questions emerging from this aspect of change in the delivery of staff development activities for professional educators.

One teacher education institution where this trend and these concerns have recently manifested themselves is Northern Illinois University in DeKalb, Illinois. Its College of Education was among the largest producers of certified educators during the 1970's ranking second in 1979. Its off-campus offering in the spring of 1979 involved 2,361 graudate education students enrolled in 150 extension education courses taught by 106 professors. Its teacher education enrollment shifted from mostly undergraduate in 1970 to mostly graduate in 1980. This trend manifested itself during the decade in decreased course offerings and enrollment on campus while an increase was noted in the number of off-campus graduate level offerings and enrollment within NIU's service area of Northern Illinois. Correspondingly, questions about the adequacy of off-campus offerings by the College of Education were raised and persisted. The study reported here was conducted as an attempt to find answers to some of these questions.

Problem and Procedures

Problem. What opinions and perceptions do Northern Illinois University instructors and students involved in graduate education courses offered by extension report concerning the effectiveness, efficiency, convenience and enjoyableness of their experiences with these courses?

Procedures. The study adhered to the descriptive survey method. A sample was taken from the students and instructors participating in the extension graduate education courses offered by NIU during the spring of 1979. Responses were sought from the sample by means of a locally developed questionnaire: Form A for students and Form B for instructors. These instruments were completed anonymously in class at the end of the semester.

Nearly three-fourths of the student respondents indicated that they had taken more than two courses by extension and almost one-fifth of all students had taken five or more courses by extension. While 90% of the instructor respondents reported that they had taught more than two courses by extension, more than one-half had been teaching at least one extension course each year for several years. Thus, persons in the sample had considerable experience upon which to base their responses.

Completed questionnaires were received from 808 students and 47 instructors. Their responses are presented in terms of numbers and percents for each item of the questionnaire, thus permitting the reader to make interpretations and formulate generalizations about the status of the situation which these data describe. Additionally, respondents were encouraged to provide written comments and suggestions. These were reviewed carefully by the researchers and are briefly summarized.

DISCUSSION

Student Responses. The data which appears in Tables 1-3 indicate the students' perceptions and opinions of their experiences in NIU graduate education courses. These data present a pattern which indicates a strong positive attitude toward their extension course. The quality of student and teacher performance and achievement was reported generally to be about the same as that in similar on-campus courses. Students enrolled in these extension courses were viewed by their fellow students as being about the same as those students enrolled in similar courses offered on-campus except for being more goal directed and more professionally experienced.

Those factors which students reported as being the most constraining to the quality of both student and instructor performance in these extension courses were the lack of accessible library resources, student fatigue, and the limited instructor accessibility to students. Those factors which students reported to detract the most from the convenience and enjoyment of these extension courses were the lack of accessibility to resources, poor services provided by the University's bookstore, conflict and variation between the University's vacation and holiday schedule and theirs and the limited time for student-teacher contacts.

Table I

REPORT OF STUDENTS' OPINIONS AND PERCEPTIONS ABOUT ASPECTS OF N.I.U. EXTENSION EDUCATION COURSES

N = 808*

Aspects of Extension Courses	Students' Opinions and Perceptions	**N	%
My general attitude toward extension courses offered by N.I.U. is: (N = 803 or 99.4%)	very negative	6	0.7
	negative	29	3.6
	neutral	77	9.6
	positive	362	45.1
	very positive	313	39.0
	other	16	2.0
My achievement in N.I.U. extension courses when compared to my achievement in similar courses taken on campus is: (N = 800 or 99%)	considerably greater	35	4.4
	greater	81	10.1
	about the same	463	57.9
	less	34	4.2
	considerably less	6	0.7
	no basis for responding	181	22.6
I believe that the effectiveness of the teaching in extension courses, when compared to the effectiveness of teaching in similar on-campus courses, is: (N = 799 or 98.9%)	considerably less	9	1.1
	somewhat less	43	5.4
	about the same	429	53.7
	better	97	12.1
	considerably better	65	8.1
	no basis for responding	156	19.3
The quality of student performance and the amount of student effort expected in extension courses, when compared to expectations for similar on-campus courses, is: (N = 802 or 99.3%)	considerably less	6	0.7
	less	54	6.7
	about the same	470	58.6
	greater	88	11.0
	considerably greater	32	4.0
	no basis for responding	152	19.0

The students enrolled in extension classes as compared to the students enrolled in similar courses on-campus, are by nature generally: (N = 803 or 99.4%) (checked more than one item, 23 or 2.9%)	less productive	24	3.0
	about the same	189	23.5
	more goal directed	148	18.4
	more challenging	34	4.2
	more professionally experienced	197	24.5
	more productive	26	3.2
	no basis for responding	162	20.2

*All respondents did not answer all items.

**Some respondents provided more than one check for some items.

Table II

REPORT OS STUDENTS' OPINIONS REGARDING FACTORS AND AND CONDITIONS WHICH MAY CONSTRAIN THE QUALITY OF INSTRUCTOR AND STUDENT PERFORMANCE IN N.I.U. EXTENSION EDUCATION COURSES

N = 808*

Possible Constraining Factors and Conditions	Extension Students' Responses								
	Respondents Per Item		Not A Constraint		A Minor Constraint		A Serious Constraint		Mean % Responses
	N *	%	N	%	N	%	N	%	
physical facilities	724	89.6	560	77.3	147	20.3	17	2.3	1.250
building and room	720	89.1	556	77.2	147	20.4	17	2.4	1.251
location	717	88.7	510	71.1	164	22.9	43	6.0	1.349
audio-visual resources	720	89.1	460	63.9	224	31.1	36	5.0	1.411
library resources	720	89.1	306	42.5	243	33.7	21	23.7	1.813
meeting day/night	716	88.6	533	74.4	156	21.8	27	3.8	1.293
time of class meeting	718	88.9	522	72.7	161	22.4	35	4.9	1.322
distance from campus	712	88.1	502	70.5	152	21.3	58	8.1	1.376
instructor enthusiasm	719	89.0	560	77.9	125	15.5	34	4.7	1.268
student qualifications	718	88.9	604	84.1	102	14.2	12	1.7	1.175
student motivation	718	88.9	542	75.5	148	20.6	28	3.9	1.284
instructor performanc	718	88.9	511	71.2	167	20.7	40	5.0	1.344
student fatigue	725	89.7	307	42.3	311	42.9	107	14.8	1.724
instructor fatigue	716	88.6	452	63.1	224	31.3	40	5.6	1.425
instructor rewards	693	85.8	527	76.0	136	19.6	30	4.3	1.283
time for instructor to confer with student	720	89.1	383	54.6	249	34.6	78	10.8	1.563
class size	718	88.9	537	74.8	155	21.6	26	3.6	1.288
instructor accessibility	718	88.9	439	61.1	220	30.6	59	8.2	1.471

*All respondents did not answer all items.

Table III

REPORT OF STUDENTS' OPINIONS REGARDING FACTORS AND CONDITIONS WHICH MAY DETRACT FROM THE SATISFACTION AND ENJOYMENT OF ATTENDING N.I.U. EXTENSION EDUCATION COURSES

N = 808*

Possible Detracting Factors and Conditions	*Extension Students' Responses*								
	Respondents Per Item		Not A Detraction		A Minor Detraction		A Serious Detraction		Mean % Response
	N	%	N	%	N	%	N	%	
registration procedures	760	94.1	531	69.9	175	25.0	54	6.7	1.372
"red tape" in general	760	94.1	410	53.9	249	32.8	101	13.3	1.593
inadequate physical facilities	749	92.7	527	70.4	187	25.0	35	4.7	1.343
parking	764	94.6	461	60.3	208	27.2	95	12.4	1.521
extension instructor's methods	756	93.6	501	66.3	202	26.7	53	7.0	1.407
treating extension students "like children"	763	94.4	627	82.2	102	13.4	34	4.5	1.223
inappropriate class assignments	756	93.6	506	66.9	196	25.9	54	7.1	1.402
travel time and distance	760	94.1	456	60.0	222	29.2	82	10.8	1.508
meeting room facilities	754	93.3	545	72.3	183	24.3	26	3.4	1.312
security	747	92.5	620	83.0	113	15.1	14	1.9	1.189
accessibility to resources	757	93.7	287	37.9	278	36.7	192	25.4	1.875
NIU bookstore services	739	91.5	348	47.1	261	35.3	130	17.6	1.705
NIU Outreach Office services	676	82.7	421	62.3	171	25.3	84	12.4	1.501
time of notification of extension offerings	745	92.2	450	60.4	223	29.9	72	9.7	1.493
class size limitations	758	93.8	492	64.9	205	27.0	61	8.0	1.431
limited time for student/teacher contacts/conference	750	92.8	390	52.0	268	35.7	92	12.3	1.603
variations in vacation and holidays	758	93.8	361	47.6	303	40.0	94	12.4	1.648
policies on meeting cancellations	738	91.3	480	65.0	213	28.9	45	6.1	1.411

*All respondents did not answer all items.

Several student respondents provided a variety of written comments and suggestions on their questionnaires. The comments most frequently made involved problems with registration and scheduling procedures, advisement/counseling off-campus, and the length of courses. Many students expressed a desire for more classes and in different locations. Library and bookstore problems surfaced. Changing the name of "extension" to "outreach office" had about 23 students

puzzled. Twenty-three complaints found fault with physical facilities: temperatures, cleanliness and noise. Few comments were made about the quality of instruction.

Instructor Responses. The data which appear in Tables 4-6 indicate the instructors' perceptions and opinions of their experiences while teaching NIU graduate education courses. Their data present a pattern very similar to that provided by the student respondents. That is one of a strong positive attitude toward their extension courses and a belief that the quality of performance and achievement for both extension students and instructors is about the same or better than in similar courses which they have taught on campus. It should be noted that this opinion is consistent with the findings of Kohn and Green.1 They also indicated that the students in their extension classes were "about the same" as those in their classes taught on campus.

The instructors' reports were in general agreement with the students' reports as to the factors which most constrain the quality of student and instructor performance in these extension courses; however, they were even more severe in rating lack of accessible library resources, limited time for student-teacher conferences and student fatigue as constraints. These three factors were also reported to be serious detractors from the convenience and enjoyment of teaching extension courses. Travel time and registration procedures were viewed by instructors as similar constraints.

Several instructor respondents provided written comments and suggestions on their questionnaires. The most comments (eight) involved problems with registration, while six instructors commented about low pay. Travel time and distance and meeting time elicited several statements. The use of teaching resources was mentioned by a few persons.

[1]Ezra Kohn and Earl Green. "A Comparison of Achievement in Off-Campus and On-Campus Classes," *The New Campus*, XXXIX, (Spring, 1976), pp. 70-73.

Table IV

REPORT OF INSTRUCTORS' OPINIONS AND PERCEPTIONS ABOUT ASPECTS OF TEACHING EXTENSION EDUCATION COURSES FOR N.I.U.

N = 47*

Aspects of Extension Teaching at N.I.U.	Instructors' Opinions and Perceptions	N	%
My general attitude toward teaching extension courses for N.I.U. is: (N = 46 or 97.9%)	very negative (avoidance)	1	2.2
	negative (would try to avoid)	1	0.0
	neutral (would not volunteer)	4	8.7
	positive (would volunteer for extra pay)	46	47.8
	very positive (would volunteer for extra pay or as part of load)	19	41.3

Students in my extension course, when compared to the students in similar courses I have taught on campus, achieve: (N = 44 or 93.6%)	considerably less	0	0.0
	somewhat less	7	15.9
	about the same	30	68.2
	more	3	6.4
	considerably more	4	9.1
I believe that the effectiveness of my teaching in extension courses, when compared to the effectiveness of my teaching in similar on-campus courses, is: (N = 43 or 91.5%)	considerably less	2	4.7
	somewhat less	4	9.3
	about the same	31	72.1
	better	4	9.3
	considerably better	2	4.7
The quality of student performance and amount of student effort expected in extension courses I teach, when compared to my expectation for similar on-campus courses I teach, is: (N = 43 or 91.5%)	considerably less	0	0.0
	less	8	18.6
	about the same	31	72.1
	greater	2	4.7
	considerably greater	2	4.7
	no basis for responding	0	0.0
The students that I teach in extension classes as compared to the students that I teach on-campus in similar courses, are by nature generally: (N = 47 or 100%)	less productive	7	14.9
	about the same	18	38.3
	more goal directed	3	6.4
	more challenging	2	4.3
	more professionally experienced	4	8.5
	no basis for responding	4	8.5
	multiple answers	9	19.1

*All respondents did not answer all items.

Table V

REPORT OF INSTRUCTORS' OPINIONS REGARDING FACTORS AND CONDITIONS WHICH MAY CONSTRAIN THE QUALITY OF INSTRUCTOR AND STUDENT PERFORMANCE IN N.I.U. EXTENSION EDUCATION COURSES

N = 47*

Possible Constraining Factors and Conditions	Extension Instructors' Responses								
	Respondents Per Item		Not A Constraint		A Minor Constraint		A Serious Constraint		Mean % Responses
	N	%	N	%	N	%	N	%	
physical facilities	47	100	22	46.8	17	36.2	8	17.0	1.702
building and room	46	97.9	24	52.2	16	34.8	6	13.0	1.609
location	46	97.9	23	50.0	21	45.7	2	4.3	1.543
audio-visual resources	46	97.9	20	43.5	19	41.3	7	15.2	1.717
library resources	45	95.7	8	17.8	15	33.3	22	48.9	2.311
meeting day/night	45	95.7	30	66.7	14	31.1	1	2.2	1.356
time of class meeting	46	97.9	22	47.8	19	41.3	5	10.9	1.630
distance from campus	46	97.9	22	47.8	18	39.1	6	13.0	1.652

instructor qualifications	45	95.7	33	73.3	10	22.2	2	4.4	1.311
student qualifications	46	97.9	31	67.4	13	28.3	2	4.3	1.370
student motivation	46	97.9	24	52.2	19	41.3	3	6.5	1.543
instructor performance	45	95.7	35	77.8	10	22.2	0	0.0	1.222
student fatigue	47	100.0	11	23.4	27	57.4	9	19.1	1.957
instructor fatigue	46	97.9	18	39.1	24	52.2	4	8.7	1.696
instructor rewards	45	95.7	18	40.0	10	22.2	17	37.8	1.978
time for instructor to confer with students	47	100.0	12	25.5	21	44.7	14	29.8	2.043
class size	46	97.9	29	63.0	13	28.3	4	8.7	1.457
instructor inaccessibility	44	93.6	17	38.6	20	45.5	7	15.9	1.773

*All respondents did not answer all items.

Table VI

REPORT OF INSTRUCTORS' OPINIONS REGARDING FACTORS AND CONDITIONS WHICH MAY DETRACT FROM THE SATISFACTION AND ENJOYMENT OF TEACHING N.I.U. EXTENSION EDUCATION COURSES

N = 47*

Possible Detracting Factors and Conditions	Extension Instructor's Responses								
	Respondents Per Item		Not A Detraction		A Minor Detraction		A Serious Detraction		Mean % Responses
	N	%	N	%	N	%	N	%	
registration procedures	46	97.9	15	32.6	27	58.7	4	8.7	1.761
dept. policy regarding extension teaching	45	95.7	30	66.7	9	20.0	6	13.3	1.467
parking	46	97.9	32	69.6	9	19.6	5	10.9	1.413
motor pool policies	44	93.6	31	70.5	10	22.7	3	6.8	1.364
frequency of extension teaching assignment	46	97.9	37	80.4	5	10.9	4	8.7	1.283
extra pay vs. on-load assignment	44	93.6	25	56.8	11	25.0	8	18.2	1.614
travel time	47	100.0	14	29.8	20	42.6	13	27.7	1.979
meeting room facilities	46	97.9	19	41.3	18	39.1	9	19.6	1.783
security	46	97.9	38	82.6	6	13.0	2	4.3	1.217
accessibility to instructional resources	46	97.9	11	23.9	20	43.5	15	32.6	2.087
NIU bookstore services	45	95.7	22	48.9	15	33.3	8	17.8	1.689
NIU Outreach office services	41	87.2	32	78.0	5	12.2	4	9.8	1.317
time of notification of extension assignment	46	97.9	37	80.4	8	17.4	1	2.2	1.217
class size	46	97.9	36	78.3	9	19.6	1	2.2	1.239
variations in vacations	46	97.9	14	30.4	24	52.2	8	17.4	1.870
restrictions on time for student contacts/ conferences	47	100.0	15	31.9	21	44.7	11	23.4	1.915

policies on meeting cancellations	46	97.9	28	60.9	17	37.0	1	2.2	1.413

*All respondents did not answer all items.

Summary, Conclusions and Recommendations

Summary. The study sought to determine the perceptions and opinions held by students and instructors regarding the effectiveness, efficiency, convenience and enjoyability of graduate level education courses offered off-campus by Northern Illinois University as they were involved in these courses. The findings of the study warrant the following conclusions:

Conclusions. 1. Both instructors and students involved with the extension courses which were a part of the study reported here held very similar perceptions and opinions about their experiences with these courses. More specifically, they feel positively about these courses, consider the achievement and quality of performance (instructor and student) to be about the same as that occurring in similar courses offered on campus and view the students in these courses as being about the same as those on campus, except perhaps a little more goal directed and professionally experienced.

2. Those factors which constrained the quality of performance, the convenience and the enjoyability of the experiences associated with these extension courses for both instructors and students were related to the lack of accessible library resources, lack of time for student-teacher conferences, student fatigue and, for instructors, excessive travel time and the course registration procedures.

Recommendations. The findings and conclusions of the study warrant the following general recommendations:

1. Those institutions of higher education that provide extension course offerings should conduct a study such as the one reported here for each major area in which extension courses are offered.

2. The results of the study should be used as a basis for modifying subsequent extension course offerings to the end of eliminating or reducing those areas of constraint indicated.

3. The results of this and similar studies should be read carefully by appropriate policy makers, administrators, and instructors with the intention of using the findings as a basis for making needed adjustments in delivery systems including support services and instructional procedures.

4. Lastly, the conclusions from this and similar studies should be used as part of a rationale for planning broad based continuing education programs.

About The Authors

Bruce J. Anderson is chairman of the Department of Educational Leadership and Services and an associate professor of education at Old Dominion University. He is the former director of the Bureau of Conferences and Institutes and the former director of Bureau of Field Services in Professional Education in the School of Continuing Studies. His Ed.D. was earned in curriculum at the University of Virginia and he has experience as a public school teacher and administrator.

Robert DeBard is associate dean of the School of Continuing Studies and assistant professor of education at Old Dominion University in Norfolk, Virginia. His Ed.D. is from Indiana University.

HOW TO KILL A CONTINUING EDUCATION PROGRAM

Bruce J. Anderson **Robert DeBard**

Over the past several years those of us involved in higher education have had to contend, to one degree or another, with the concept, operational definition, and delivery of continuing education programs. The promise in the 1960's and the reality in the 1970's of life-long learning opportunities in the American society has forced colleges and universities everywhere to institutionalize, through a variety of organizational patterns, the mission of "continuing education."

As a consequence, on several campuses across the country, a new breed of middle management personnel has emerged. A recent issue of the *Chronicle of Higher Education* advertised seventeen (17) continuing education positions. With increasing frequency these job advertisements specify, as primary requirements for the successful candidate, academic training and experience in continuing education. These administrators, carrying the title of director, coordinator, or continuing education specialist, have as their primary responsibility the implementation of "successful" credit and non-credit programs of continuing education.

Oft-times "success" in the nomenclature of the "professional" continuing educator, be (he/she) a dean or a registration clerk, is the "bottom-line." The "bottom-line" typically relates to dollar profit (registration revenue minus expenditures) for the continuing education unit. In an era of declining enrollment coupled with the ever shrinking dollar, all of us in academe have applauded the entrepreneural mechinations of the continuing education middle management structure.

Of late, however, this pragmatic quest for revenue and student enrollments as engineered by the continuing education professional is beginning to sour. In all too many cases, the continuing education unit that began as the *delivery system* of institutional programs has, over time, become the *architect* of those programs with little, if any, substantive involvement of academic faculty, chairpersons or deans. Stated another way, many continuing education activities are *planned*, in isolation from appropriate faculty on campus, by relatively autonomous (often anonymous) continuing education personnel, *sponsored* by the continuing education unit with pro-forma, blanket endorsement of the institution and *offered* without any input from, or often even knowledge of, either academic schools or departments. The effect of this centralized, specialized approach to continuing education is the

proclivity of academic faculty to neither understand the potential benefit of continuing education nor to choose to be involved or committed to continuing education programs even when relevant to the discipline areas of the faculty.

Conversely, certain entreprenuial academic deans and department chairpersons on many campuses have now begun to lobby for direct and significant responsibility in continuing education. There are two basic reasons why this phenomena is emerging. In the 1979-80 academic year they are, of course: money and students. The political argument having to do with the *control* of continuing education by individual academic units is bound to the time honored activities of faculty in teaching, research and service. The academic officers are formulating a rationale for decentralization that operationally makes "service" synonymous with continuing education. Thus if this logic prevails continuing education (service?) becomes another function to "be done" by faculty. The question then becomes specifically "who" in a given department or school will "do" continuing education? Faculty teach, do research and, in their own way, guided by unique and varying degrees of personal impetus provide service. The key question as it relates to this emergent power struggle centers around role competence. Are faculty indeed capable of "doing" continuing education?

Thus an increasingly wider gap exists between academic programs and continuing education units as we enter the 1980's. At the very time when academic schools and departments had the opportunity and, in fact, should have been "doing" appropriate continuing education, it was ignored, scorned or at best paid lip service. By default centralized continuing education with its complement of directors, coordinators and specialists emerged. Now, the concept of continuing education, how it will be organized, who will run it and who will reap the benefits is being re-examined.

The authors submit, that indeed, the demise of effective and "successful" continuing education might be imminent. If academic schools-departments and continuing education units want, for all intents and purposes, to kill continuing education, the following is recommended:

Recommendations to the Academic Units

1. If you find yourself faced with a centralized continuing education unit, view continuing education as something done "over there" by those people for those types of students.

2. If possible, demand to have full control over the administration of continuing education (decentralization) and its budget so as to assure that the university will have several small operational units competing against each other rather than a centralized operations unit that can be something other than myopic in its programming and functional enough to be cost efficient in promoting and administering continuing education programs.

3. Upon gaining full control over the administration of continuing education, be sure to delegate the responsibility for developing and administering the program to one administrator, preferably a professor who has proven to be ineffectual in the classroom, and perhaps one secretary who will actually do the work. The genius of this will be to assure dysfunction if either person leaves, becomes ill or proves incompetent.

4. Discourage individual faculty members from taking responsibility for program development unless they are asked. This will keep the program an "in-group" affair that should assure eventual alienation of the other faculty. A simple psychological contract of "wait for us to call you if we need you" should work well without forcing embarrassing rejection of faculty ideas.

5. Be sure to state that service is equal to teaching and research in order to gain community or state support, but then admonish the faculty to do as we do, not as we say. This "doing" should include high salary and professional accouterments for research scholars, promotion and tenure based upon a record of publication as necessary and service as nice if you can find the time, and the hiring central school and university administrators who arrived at their high station as scholars with little or no knowledge of this thing called continuing education.

6. Disrespect the "scut" work connected with continuing education such as the development of mailing lists, smooth registration procedures, handling student service needs and seeing to it that someone pays the bills and reconciles the budget. This is particularly possible when the academic unit is allowed to take over control of the administration of continuing education. Because it is an accepted fact that faculty who take on such a task of administration are "above" such menial work, they should be able to hire low level middle managers or clerical support to bail them out. Make sure these people are paid at a low enough salary to pursuade them that the job should be entry level with high turnover. In this manner you can be assured that these administrators will have very little experience and commensurate abilitity coming in and will leave once they attain a functional level of competence.

7. Agree that continuing education should have as its core mission the generation of revenues so that it will not be allowed to syphon off support for residential programs. Once you have carefully nurtured the concept that continuing education should be a money-making endeavor, parallel this with the thought that any faculty member participating in any work over his teaching load is only there to line his pockets. On the other hand, encourage faculty to seek as much time as possible for research and consulting in order to further accentuate the point that the latter are the true marks of expertise while the former is left to those who are more worried about money than their profession. Further confuse these renegades by suggesting that faculty consulting should be priced at anything the traffic will tolerate while overload teaching stipends should be absurdly low. A competent application of these anomolies should turn faculty away from continuing education at an early stage of their careers.

Continuing Education Administrative Units

1. Realize that the academic units are threats to your autonomy. Apply the "just because you're paranoid doesn't mean they're not out to get you" adage whenever possible. Appreciate the fact that creating interaction with academic departments with regard to advice and consent on curriculum matters will only delay your ability to respond to your clientele and remember that not asking eliminates their ability to say no.

2. Also, recognize that an ounce of apology is worth a pound of approval when it comes to getting faculty approval to offer a credit program, since most universities do have the belief that academic departments offering academic credit should have approved it. That is to say, make promises out in the community up front and then

approach the academic units, offering a perfunctory apology about the approval being bait accompli. In this way, the chairman or other delegated approval officer is forced to say yes or risk embarrassing the university. He will do his best to make sure you are given as little cooperation as possible in the future, but this will only help to cement your belief that you cannot ever trust one of those academic types, thus completing the vicious cycle.

3. Do not share budgetary information with the academic units and, if you should make a profit, flaunt it to the university's central administration to gain leverage on them and possibly even envy from the faculty. Realize that budget information is a source of power and thus the faculty's ignorance will keep them weak.

4. Recognize that you really can only be represented to the central administration of both the schools and the university by one person. Encourage the dean of continuing education to represent the entire continuing education effort of the university. In this way, people will know who to attack and discredit. In this way, the other professionals in continuing education will be made to feel small and inconsequential, thus encouraging high turnover and administrative dysfunction.

5. Share with, and nurture within, your academic counterparts the feeling that your main goal is to turn a buck. This ability is revered in this land of opportunity and it helps you seem "different" from fuzzy headed professor types. Remember, however, one of the main ways to make money is to hold down spending and one of the main expenditure items of any educational program is instruction. Thus be a strong advocate for low faculty stipends whenever possible. You should realize, however, that certain people, even faculty, have "not" topics that businesses and other tax write-off training budgets will support with big dollars so always maintain the right to pay the "winners" big dollars, thus assuring those who do not make big dollars from continuing education programs fully realize that they are losers and are of little value to your program.

6. Advance the view that only professors who serve your unit are in concert with the university's mission. Realize that faculty who do not participate are basically lazy or involved in some nonsensical research. Keep stating that you represent the "wave of the future" and that little of consequence occurred at universities before they saw the light at the end of the enrollment tunnel and started placing importance on continuing education.

You can see how these recommendations tend to feed on each other. Our contention is that they are operationalized and practiced all too often and this is what has helped to stifle the development of continuing education. If continued, the best of programs can be killed in this myopic war of self interest. If you are one of the growing legion of professionals responsible for developing and administering a quality continuing education program at your college or university, we encourage you to examine your own work setting and to further contemplate the killing of continuing education.

About The Authors

Wilton G. Joyner is Associate Professor of Education, Administration and Supervision, East Carolina University. His Ph.D. is from the University of South Carolina.

Vincent P. Mikklesen is Assistant Professor of Education, Department of Elementary Education, East Carolina University. He holds the Ph.D. from the Florida State University.

THE ORGANIZATIONAL CLIMATE OF SCHOOLS: A CONCERN OF CONTINUING EDUCATION

Wilton G. Joyner **Vincent P. Mikkelsen**

Public education in America is facing yet another crisis, one of double-barrelled proportions. This is a crisis of diminishing confidence on the part of the schools' external politics including parents, the business and industrial community and other local governing authorities, state legislators, members of Congress, and taxpayers in general. The signs are unmistakable and are increasingly visible and audible. In the race of an inflationary spiral which shows little or no sign of abatement, educators and the education establishment, especially public education, is being soundly denounced as being too expensive to operate while producing too little by way of achievement.

School administrators and other educators are being faced with ultimatums including: (1) a "return to the basics" which many feel they have never left, (2) a "hold-the-line" or a reduced budget at a time of rampant inflation, (3) moritoriums on hiring or a reduction of existing staffs, and (4) demands that standardized testing of students be raised through more effective teaching. Such demands as these on the part of individual taxpayers, citizen groups, and political leaders alike appear to be increasing in frequency and intensity with hardly any sign of a let-up. An accurate assessment of the existing relationship is provided by J. William Jones, (1978) Director of Information Services for the School District of Philadelphia in his observation:

> There isn't much question anymore about the status or image of public education in this country. It needs help. From the problem plagued urban center to the tree lined and once trouble free streets of suburbia, to the hills and valleys of rural America — education, particularly public education, is in serious trouble. It's certainly in financial trouble as the nation's tax-burdened populace rebels against education's escalating costs. And it's in trouble politically as legislators elected by the populace read the rebellion clearly and quickly join the ranks.
> . . . In short, much of America has lost its confidence in public education.

The Organizational Climate Within the School

The sustained criticism directed at the public schools has not gone unheeded by administrators and other educators within the local school setting. Pressure for

increased productivity in the form of improved student achievement, coupled with taxpayer resistance to adequate school budgets, is taking its toll upon administrator-teacher relationships. Not too infrequently, schools once recognized by their relaxed atmosphere and mutual feelings of trust, are becoming more tense and less trust is seen as administrators attempt to respond to external community pressures for more efficiency in their daily operations. Not surprisingly, teachers in such situations react to administrative pressures, often times unknowingly, by transmitting feelings of anxiety, resentment, and frustration to their students. Eventually the students begin to react to exerted anxieties with anxieties of their own.

These feelings or attitudes toward other individuals within a particular organization are somewhat instrumental in determining the tone or climate of that organization (Tagiuri and Litwin, 1968, p. 26). This atmosphere within the organization has been described by Hoy and Miskel (1978) who stated:

> The set of internal characteristics that distinguishes one school from another and influences the behavior of people in it is called the organizational climate.
>
> The climate is an end product of the school groups — students, teachers, administrators — as they work to balance the organizational and individual dimensions of a social system. These products include shared values, social beliefs, and social standards. (p. 137)

In an educational setting then, a given school's set of internal characteristics which distinguishes it from some other school, its personality, is somewhat synonomous with the organizational climate (Halpin, 1962, Hoy and Miskell, 1978). Organizational climate, in this sense, does appear to be, to a great extent affected highly by the interrelationship between the school administrator, the teacher, and the students within that school.

The implications of this assessment for the instructional leader of the school, the principal, are tremendous. It is this individual, more than anyone else, who sets the tone and basic direction of the school. The principal, acting as the professional leader, is in a highly unique position to accelerate or stifle effective teacher-pupil relationships and learning. Perhaps it was a recognition of this factor which led a joint committee of noted educators to declare that:

> . . . the professional leader reflects the hopes, the professional beliefs, and the considered judgement of the staff, his spirit, his values, and his administrative skill, and his overall leadership make for success or failure. The educational leader is a key factor in encouraging teachers to experiment, to invent new ways of finding the peculiarly different attributes and interests of learners, and to new ways of stimulating and releasing the creative potential of pupils . . . (N.E.A., 1965)

Principals are in a position to accelerate or stifle creative teaching and effective learning. In the pursuance of their duties they may be using non-motivating or dissatisfying approaches in dealing with their fellow professionals without being cognizant of their behaviors (Timmirck, 1977). Frederieck Herzberg and others (1959) have pointed out that as members of their society, people are accustomed to being happy or unhappy. While there are factors which tend to minimize dissatisfaction or unhappiness with work, these factors do not, in and of themselves, bring about happiness.

Timmirck (1977) believes that some of the factors which cause dissatisfaction and unhappiness among teachers is the feeling of being treated unfairly or having to deal with unpleasant and painful situations on an ongoing basis. Principals should carefully consider the effect upon teachers of hygienic factors such as school rules and policies as well as the supervision of teachers by themselves and other supervisors. Teachers need positive motivation from the principal to the extent that they can achieve, experience success, and be recognized. But for this to take place, there must be exhibited a relationship of mutual trust and respect. This feeling furthermore, must be communicated openly and on an ongoing basis. Some principals excel in this endeavor while others leave much to be desired.

In an attempt to gain first hand knowledge of the organizational climate and its effect upon teachers and students, surveys of fourteen elementary school faculties were conducted in three selected school administrative units. A sixty-four, Likert-type, item descriptive questionnaire developed by Halpin and Croft (1962) in their pioneering study of elementary schools was used to gather information about the schools organizational climate. The Organizational Climate Description Questionnaire provides information on two major factors which have been conceptualized as descriptors of the organizational climate of a school: teacher behavior and principal behavior. Each of these groups are subdivided into four areas as follows: Teacher Behavior — (1) Disengagement (2) Hinderance (3) Espirt (4) Intimacy; Principal Behavior — (5) Aloofness (6) Production Emphasis (7) Trust (8) Consideration.

After administering the Organizational Climate Description Questionnaire, hereinafter referred to as OCDQ, to approximately three hundred teachers in fourteen elementary schools, the data obtained was then analyzed and individual school profiles describing the aforementioned characteristics were developed according to procedures outlined by Halpin (1966, pp. 166-173). These profiles revealed school climates that resembled the six organizational climates identified earlier by Halpin. These climates ranged from those identified as being highly open to somewhat tightly closed.

Additional research is currently underway to determine whether a relationship can be determined between the identified organizational climate of a given school and student achievement. These findings, when obtained, will be released in subsequent publications. The most salient feature of the research which has been conducted thus far, is the extreme differences noted between the climates of those schools which have participated in this study.

There are some schools which seem to be identified as schools with open climates in which there appears to be on the part of teachers, feelings of low disengagement, an absence of continuous complaining within themselves and the administration. Low hindrance, or the absence of routine trivia or busywork is observable while espirt (morale) is high. Production emphasis is not a pressure point even though the principal sets a good example for others by working hard himself, an indication of high thrust. When necessary, the principal offers constructive criticism but he also goes out of his way to help the teachers. In doing this, the principal is not identified as being aloof by his teachers.

As might be expected, a majority of the schools participating in this study were not identified with this high degree of openness in their organizational climate. Teachers frequently referred to this school as a place in which bickering and complaining were high, too many meetings and paperwork were a hindrance, and

morale or esprit was not as high as they wished it were. They also indicated a desire for an example of more hard work done by the principal with less emphasis on task accomplishment by them alone.

These teachers saw their principal as being too aloof with rules that are frequently too rigid and impersonal. Finally, they expressed a desire for more consideration of their individual needs on an ongoing basis. More help for teachers from principals seems to be a stated need.

In Defense of the Principal

A shortcoming of this kind of study is that it can easily be interpreted as yet another attempt at fault-finding or blame fixing of administrators at the local school level, namely the principal. Such a purpose as this is not intended by this limited study of the organizational climate with a small sampling of schools within the administrative units selected for the sampling conducted.

Numerous factors must be considered in examining a problem of this magnitude, not the least of which is the basic question, "Is the organizational climate of the school accurately assessed by teachers who participated by responding to the OCDQ?" But even though the response to this question might be emphatically negative on the part of the principal, the problem of perception on the part of teachers remains as a problem in search of a solution. As long as teacher and administrator perceptions of the personality or inner workings of a school are so dissimilar, there appears to be a real problem of communications.

Principals are faced with another definite barrier not of their own making. This is the matter of teachers who have become so accustomed to working in a closed organizational climate until they feel threatened by an administrator who is attempting to move that school toward a more open climate. In short, there are teachers who, for various reasons, do not feel secure in working in a school situation characterized by an open climate.

Another problem to be considered is the multitude of pressures being exerted upon school administrators and teachers alike in the form of demands for back-to-basics accountability, reduced or hold-the-line budgets, and a continued expectation that schools continue to remedy all the major ills of the society served. These pressures continue to exact a toll on teacher-administrator roles which may lead to a drift toward a closed organizational climate. In many instances, the change in direction is so subtle as to go unnoticed for an extended time by both the teacher and the administrator. Eventually, however, this change in climate is observed by either or both. In the event of recognition by the teacher and not by the administrator, perceptual differences noted earlier are recognizable.

How Can Continuing Education Make a Difference?

Closed climates which generally work to the ultimate detriment of teacher-administrator relationships can be attributed to various causes including:

1. Administrators who were given insufficient or improper training to be effective in interpersonal relationships and leadership in general and communications and public relations in particular; or

2. Administrators who have received their "on-the-job" training under the leadership of closed climate type administrators in the absence of updated instruction on more effective administrative training.

3. Increasing job pressures previously mentioned have tended to open the door for increased internal descension within the school. For example, the trend toward professional negotiations and collective bargaining have affected the school's organizational climate in many instances.

4. Teachers themselves are more prone to be vocally critical of the performance of administrators to the extent that fewer teachers are "neutral" in this respect.

5. Society's demands upon the school as a service institution are becoming more difficult to fulfill and the criticism of educators has created a spirit of decisiveness within the ranks of professional education. Resultant frustration has created a negative influence upon the school climate.

Several approaches have been attempted by university continuing education programs to ameliorate these conditions. However, in too many cases, the approach taken has been to gather the professional wisdom of a variety of individuals and offer the school administrator an educational experience to improve his/her effectiveness. In many cases this shotgun approach has missed the areas of crucial concern to the administrator and caused the administrator to go through a procedure of accumulating hours with little change in his behavior occurring.

The use of a needs assessment procedure, of which the OCDQ may be categorized, offers an opportunity for continuing educational experiences to be directly related to the needs of the individual. In a sense, the process would be very similar to a diagnostic-prescriptive teaching model. It is envisioned that the administrators involved in this study, with the cooperation of professors representing a continuing education unit, would review the data obtained from the OCDQ survey and develop strategies and techniques to address common concerns. For example, inservice education could address the variable of organizational climate identified as Production Emphasis. This item refers to behavior of the principal which is characterized by close supervision by the administrator. He is very directive and his communication tends to go in one direction. An analysis of the data indicated that principals who were rated high on this characteristic by their teachers tended to have a faculty where the esprit among the staff was also low. Based on information of this nature a planned program of inservice education could be developed which would be directly related to the administrators behavior at this time. At the end of the educational experience the behavior of the administrator could again be ascertained and changes noted. The concept is intriguing and hopefully it will provide a structure to improve the functioning of school administrators.

Continuing education is in a position to supply this additional training for administrators and teachers who are currently employed in today's schools. Many of these individuals, due to professional and personal demands of time, find it extremely difficult to find the time necessary to drive long distances to college and university campuses for scheduled courses. Others feel that they cannot afford the additional expense of driving long distances to enroll in classes, especially in the face of the inflationary cost of gasoline and automobiles.

A genuine opportunity now exists for college and university divisions of continuing education to make appropriate experiences available to the educators in geographic areas accessible to them. By doing more of this, educators can better afford the time and expense of updating the knowledge and skills of their rapidly changing profession.

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About The Authors

Dr. John P. McCarthy, Assistant Professor of Education at the University of Missouri-Columbia, College of Education, Department of Curriculum and Instruction and Assistant Project Director of the Law-Focused Citizenship Education Program completed six years of work in the area of curriculum development and teaching in law, economics, and early classroom experiences for teacher aides. Dr. McCarthy is probably better known for his research in performance-based teacher education.

Dr. Carl C. Fehrle, Professor of Education at the University of Missouri-Columbia, is in the Department of Curriculum and Instruction. He works half time with Continuing Professional Education and has served as the Director of the Law-Focused Citizenship Education Program for the College of Education.

CITIZENSHIP EDUCATION

John P. McCarthy **Carle C. Fehrle**

What is Citizenship Education? Whose responsibility is it to teach it? Citizenship education is not a program for social studies classes alone. The total school and the total community are involved. In short, the education profession should provide the leadership necessary to weld the six major social institutions, the home, school, church, labor, business and government, who appear to be involved in the education process, into one force with common goals and specific basic objectives which contribute to the quality of citizenship desired.

While few will argue about the importance of the basic skills, it would be naive to think that mastery of the basic skills is all that a child needs to be prepared for life as it exists today or as it may be tomorrow. The Council of Chief State School Officers concluded at their 1974 convention that effective citizenship education should include moral, ethical, political, social, and economic components in preparation for life in a free society. Briefly, these elements may be described as follows:

Moral Education

The work of Durkheim, Dewey, Piaget, Scheffler, and Kohlberg in moral education should be continued and implemented within the present educational framework. According to Scheffler (1), moral conduct must entail a reflective and impartial support of norms. This involves four factors, jointly sufficient to entail moral conduct: (1) belief in a norm, (b) a tendency and capacity to offer a rationale supporting the norm, (c) a disinterested or impartial application of judgment concerning the norm, and (d) a tendency and capacity to act in accordance with the norm . . . What we can do is to promote moral conduct by providing the means by which students can arrive at beliefs, defend them, demonstrate a commitment to them, and develop a method for criticizing them.

Values Education

Since the development of society and the people in it is best seen as dynamic, it is perhaps wiser to focus upon the process of *valuing* than upon the particular values themselves. Raths, et.al. indicates that one is able to assist children in developing values by helping them to use the process of valuing more efficiently. The process

flows naturally from this definition of values. An adult who would help children develop values would be advised to: (a) encourage children to make choices, and to make them freely; (b) help them to discover and examine available alternatives when faced with choices; (c) help children weigh alternatives thoughtfully, reflecting on the consequences of each; (d) encourage children to consider what it is that they prize and cherish; (3) give them opportunities to make public affirmations of their choices; (f) encourage them to act, believe and live in accordance with their choices; and (g) help them to examine repeated behaviors or patterns in their lives. Kohlberg and his associates have provided a variety of strategies for introducing and teaching about the valuing process in the classroom; this is, in short, a method for improving the decision-making skills of children and youth. More importantly, it encourages children and youth to think for themselves. What greater service can education be?

Economic Education

Most will agree with the statement that solutions to problems faced by society must emanate from a sound knowledge base. In spite of the acknowledged importance of economics as the medium through which the quality of life may be interpreted, little or no effort is expended in the schools of this nation to provide the economic facts of life to pupils. Few teacher training institutions provide prospective teachers at all levels with substantive training in the teaching of economics, and ever fewer, with substantive information about the subject itself. Only fifty per cent of the nation's 60,000 social studies teachers have any formal training in economics. An understanding and appreciation of the American free enterprise system is basic to preparation for adult citizenship. It probably could be placed next to preparation to the three R's. How can we reasonably expect to cope with such major social problems as unemployment, inflation, urban decay, pollution, transportation, housing, race relations, and poverty without a basic knowledge of the essential elements involved in these social phenomena?

Law-Focused Citizenship Education

There has been an increasing recognition throughout the country of the need for more educational emphasis on the role of law in a free society. Of the hundreds of programs dealing with law-related education in our schools which have been established throughout the United States during the last five years, the law education program in Missouri has been recognized by the American Bar Association as being worthy of its Award of Merit. (2,3) This program was undertaken in 1971 by the Missouri Bar and the State Department of Elementary and Secondary Education. The University of Missouri-Columbia began the implementation phase in the summer of 1973. The program objectives may be described, generally, as follows: to assist in the development of an educational program in the schools of Missouri which helps students achieve a more complete understanding of basic constitutional guarantees and their application through the process of law, and thereby, appreciate more deeply the relationship between rights and responsibilities of citizenship in a free society.

Home, School, Church, and Government

Again, few will argue with the facts which underlie education for citizenship today. It would appear that each person, agency, or entity involved in the educative process makes its unique contribution. Often there is complete disagreement between the participants resulting in distortion, contradiction, mistrust, and finally, complete disbelief. However, there are many positive aspects of this alliance.

Certainly, there is considerable room for improvement. If the education establishment is to improve the quality of "education" and particularly citizenship education, it must increase its leadership potential by demonstrating that it can marshal the available resources and use them more effectively to achieve specific educational goals and objectives relative to problems associated with a quality of citizenship which is both self-serving and consistent with the high standards upon which this nation was founded.

The program implications for citizenship education appear to be both timely and in need of development. It was very apparent at the September 1976 National Conference on Citizen Education held in Kansas City, Missouri, and hosted by the U.S. Department of Health, Education, and Welfare and the Council of Chief State School Officers that there is considerable concern on the part of parents, teachers, business and religious groups, and government leaders about the quality of citizenship education in this country. Two recent articles published by these agencies emphasize the broad scope of the problem. The first, by David Mathews, HEW Secretary under President Ford (4), suggests increased citizen participation in government, and the second, published by the latter agency (5), suggests specific goals and objectives for the improvement of citizenship by recognizing that schools can do much more to prepare children and youth for life in an ever-changing society.

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ASSOCIATION FOR CONTINUING PROFESSIONAL EDUCATION
Annual Conference

East Carolina University
Greenville, North Carolina

May 4, 5, and 6, 1980

QUALITY PROGRAMS: A POINT OF VIEW

Sunday, May 4, 1980

3:00-6:00 p.m.
Registration, Ramada Inn

4:00-6:00 p.m.
"An ACPE Custom" (social hour)
J. D. Marcus Room

6:30 p.m.
Opening Banquet — Herman D. Phelps, President

Welcome — Thomas B. Brewer, Chancellor
East Carolina University

Address — "The Eastern North Carolina Subculture"
Joseph Congleton, Professor
School of Education
East Carolina University

Monday, May 5, 1980

8:30-11:00 a.m.
Late Registration

9:00 a.m.
First General Session
Presiding: Earl Green, President-Elect of ACPE
University of Nebraska

"Quality Programs from the Point of View of an Accrediting Agency"
Speaker to be announced

Coffee Break

Group Photo

11:45 a.m.
Luncheon, members and spouses
Business meeting

1:30 p.m.
Second General Session
Presiding: Charles H. Koelling, Past President of ACPE
University of Missouri-Columbia

"Quality Programs from the Point of View of a Chief State School Officer"
Speaker to be announced

Coffee Break

Discussion of Presentation

4:00-5:00 p.m.
J. D. Marcus Room (social hour)
Ramada Inn

6:00 p.m.
Dinner and entertainment
(place to be determined)

Tuesday, May 6, 1980

7:30 a.m.
ACPE Board Meeting
Ramada Inn

9:00 a.m.
Third General Session
Presiding: Frank Ferguson
Chadron State College, Chadron, Nebraska

"Quality Program from the Point of View of a Dean of a School of Education"
Speaker to be announced

Coffee Break

Discussion of Presentation

11:40 a.m.
Luncheon

1:00 p.m.
Fourth General Session
Presiding: Hal Salisbury
Western Carolina University

"Quality Programs from the Point of View of a Dean of Continuing Education"
Speaker to be announced

Coffee Break

Discussion of Presentation

3:00 p.m.
Business Session

4:00-6:00 p.m.
J. D. Marcus Room (social hour)

7:00 p.m.
Awards Banquet
Presiding: Herman D. Phelps

Address — "Education in Perspective"
The Honorable Sam D. Bundy
Member
House of Representatives
State of North Carolina

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Richard J. Nichols, Professor, Department of Educational Arts & Systems
Georgianna Appignani, Dean, School of Education
Robert Granger, Professor, Educational Policy Science

Kings College, Wilksbury, PA 18711
Ruth Hoxey, Coordinator, Continuing Education

Montclair State College, Upper Montclair, NJ 07043
Robert E. MacVane, Vice President, Academic Services
John Leffler, Assistant Director, Continuing Education

Murray State University, Murray, KY 42071
Donald E. Jones, Dean, Continuing Education

Northeast Missouri State University, Kirksville, MO 63501
Charles J. McClain, President
Charles Elam, Head, Extension Education

Northern Illinois University, DeKalb, IL 60115
Kay K. Haverkamp, Coordinator Extension
John J. Diabal, Jr., Professor, College of Education
Harold Collins, Assistant Dean, College of Continuing Education

Northern State College, Aberdeen, SD 57401
Myrle Hanson, Director, Extension and Continuing Education & Assistant to Vice President
Ken Bryant, Chairman, Division of Education
Gail K. Cochran, Assistant Director, Extension and Continuing Education

Pembroke State University, Pembroke, NC 28372
S. Wootan

Pennsylvania State University, University Park, PA 16802
Robert F. Nicely, Jr., Associate Director and Coordinator of Continuing Education
Ben J. Wiens, Professor, Adult Education
Gordon C. Godbey, Professor, Education

Temple University, Philadelphia, PA 19122
Charles Adelman, Director, Field Services
Dean J. Scrillner, College of Education
Richard Engbert, Assistant to Dean, Education

Tennessee Technological University, Cookeville, TN 38501
O. C. Stewart, Dean, Extended Services
Charles E. Golden, Associate Dean, Extended Services
Leo McGee, Assistant Dean, Extended Services

The School of the Ozarks, Point Lookout, MO 65726
M. Graham Clark, President

University of Minnesota, Duluth, MN 55812
Alvin W. Ollenburger, Dean, College of Education

University of San Antonio, San Antonio, TX 78284
Frank Spikes

University of Missouri, Columbia, MO 65201
Charles H. Koelling, Director, Continuing Professional Education
James Holland, Professor
Carl C. Fehrle, Professor

University of Northern Iowa, Cedar Falls, IA 50613
Raymond J. Schlicher, Dean, Extension and Continuing Education

University of Nebraska, Lincoln, NE 68509
Earl Green, Director, Course Programs
Ezra Kohn, Associate Professor of Social Work
Rex Reckewey, Associate Professor, Secondary Education

University of Wisconsin, Eau Clare, WS 54701
W. C. Puttmann, Director, Career Planning and Placement
R. L. Goodhart, Extension Education

Western Carolina University, Cullowhee, NC 28723
Hal Salisbury, Director, Division of Continuing Education
Cynthia Shaye, Administrative Assistant
Dirk Van Gils, Program Coordinator

Western Michigan University, Kalamazoo, MI 49003
Richard T. Burke, Dean, Division of Continuing Education
Geoffrey A. Smith, Associate Dean, Division of Continuing Education
Ronald Crowell, Assistant Professor, Education

INDIVIDUAL MEMBERS

Robert W. Brown, Administrative Assistant to Academic Affairs
Moorehead State University, Moorhead, MN 56560
Keith W. Bird, Director of Continuing Education
University of Bridgeport, Bridgeport, CT 06602
Norman L. Boyles, Coordinator, Education Extension
Iowa State University, Ames, IA 50010
Daisy Howell, Dean, Continuing Education
Delta State University, Box C-1, Cleveland, MS 38732
Charles Adelman, Director, Field Operations
Temple University, Broad & Montgomery, Philadelphia, PA 19121
R. L. Goodhart, Program Coordinator/DUO
University of Wisconsin, 1725 State Street, La Crosse, WI 54601
Wilma Rauland, Director, Continuing Education
Aurora College, 347 South Gladstone, Aurora, IL 60507
South Dakota School of Mines and Technology, Rapid City, SD 57701
Dr. Frank Spikes, Associate Dean, Continuing Education
St. Marys University, #1 Camino Santa Maria, San Antonio, TX 78284
Dr. Sylvester W. Wooten, Director, Continuing Education and Extension
Pembroke State University, Sampson Hall, Pembroke, NC 28372
K. W. Engelhardt, Director, Continuing Education
Black Hills State College, 1200 University, Spearfish, SD 57783
Ray J. Ast, Administrative Director, Department of Adule & Continuing Education
Montclair State College, Upper Montclair, NJ 07043
Gertrude L. Schmidt, Coordinator, Center for Conferences & Institutes
University of Iowa, Iowa Memorial Union, Iowa City, IA 52240
Dr. Earl R. Whaley, Division of Continuing Education
William Jewell College, Liberty, MO 64068

Dr. Bruce Anderson, Chairman, Department of Educational Leadership and Services, Old Dominion University, Norfolk, VA 23500
Eric Jones, Coordinator, Continuing Education
UCA, Conway, AR
Cheryl Beamer, Director, Extended Campus
Wayne State College, Wayne, NE 68787

Officers — ACPE 1979-1980

President
Herman D. Phelps
East Carolina University
Greenville, North Carolina 27834

President Elect
J. Earl Green
University of Nebraska
Lincoln, Nebraska 68588

Historian
Earl Studt
Eastern Michigan University
Ypsilanti, Michigan 48197

Executive Vice-President
John J. Dalabal, Jr.
Northern Illinois University
DeKalb, Illinois 60115

Past President
Charles Koelling
University of Missouri
Columbia, Missouri 65201

Editor — The New Campus
George Hackler, Jr.
Eastern Illinois University
Charleston, Illinois 61920

Editor — Newsletter
Charles Ward
East Carolina University
Greenville, North Carolina 27834

Directors

R. Clark Morton (1980)	Central Missouri State University
Frank Ferguson (1980)	Chadron (Nebraska) State College
Edward Ratliff (1981)	Ball State University
George Sisko (1981)	Kean College (New Jersey)
Hal Salisbury (1981)	Western Carolina University
Debra Hutton (1982)	Eastern Illinois University
John Leffler (1982)	Montclair State College

CAEO Representatives

Charles Longacre (CAEO Executive Committee)
Kean College of New Jersey
Union, New Jersey 07083

Gordon C. Godbey (1980)	Robert McVane (1981)
The Pennsylvania State University	Montclair State College
University Park, Pennsylvania 16802	Upper Montclair, New Jersey 07043

Awards and Honors

Spring 1953

Miss Lou Shepherd — Life Membership
Iowa State Teachers College
Cedar Falls, Iowa

Spring 1954

E. L. Ritter — Life Membership
Iowa State College
Cedar Falls, Iowa

Spring 1963

Earl Armstrong — Service Award
5210 Andover Road
Chevy Chase, Maryland

Spring 1964

Dolphus Whitten — Life Membership
Former Director, Extension Service
Henderson State Teachers College
Arkadelphia, Arkansas

Bryan Heise — Service Award
Former Director, Extension Service
Eastern Illinois University
Charleston, Illinois

Spring 1965

V. L. Tatlock — Life Membership
Former Director of Extension
Indiana State College
Terre Haute, Indiana

Rosalie Farley — Service Award
University of Nebraska
Lincoln, Nebraska

Spring 1966

Woodward C. Smith — Outstanding Service Award
Central Michigan University
Mount Pleasant, Michigan

Spring 1967

Carl R. Anderson — Outstanding Service Award
Mount Pleasant, Michigan

Spring 1968

Benjamin Matelson — Distinguished Service Award
(Awarded Posthumously)
William Paterson College of New Jersey
Wayne, New Jersey

Spring 1969

Carl R. Anderson —
Life Membership
Eastern Michigan University
Ypsilanti, Michigan

Otto Yntema —
Outstanding Service Award
Western Michigan University
Kalamazoo, Michigan

Spring 1970

E. J. Soop — Life Membership
University of Michigan
Ann Arbor, Michigan

Otto Yntema — Life Membership
Western Michigan University
Kalamazoo, Michigan

Spring 1971

Robert Abernathy — Outstanding Service Award
Middle Tennessee State College
Murfreesboro, Tennessee

Spring 1972

Sam H. Mooer — Life Membership
State University System of Florida
Tallahassee, Florida

Spring 1973

Adah Gunton — Life Membership
Central Michigan University
Mount Pleasant, Michigan

Robert Abernathy — Life Membership
Middle Tennessee State University
Murfreesboro, Tennessee

J. E. Wright — Life Membership
Northeast Missouri State College
Kirksville, Missouri

R. E. Michael — Life Membership
Ball State University
Muncie, Indiana

Fall 1973

John Ed Fuhrman — Life Membership
Northwest Missouri State University
Maryville, Missouri

Joseph E. Clettenberg, Life Membership
Northern Illinois University
DeKalb, Illinois

Spring 1974

J. D. Marcus —
Outstanding Service Award
Life Membership
Central Michigan University
Mount Pleasant, Michigan

Lois Burdick —
Outstanding Service Award
Indiana State University
Terre Haute, Indiana

Louis F. Slock — Life Membership Award
Wisconsin State University
Eau Claire, Wisconsin

Spring 1975

Edward Ambry —
Outstanding Service Award
Montclair State College
Upper Montclair, New Jersey

Richard Harring —
Outstanding Service Award
Western Michigan University
Kalamazoo, Michigan

Spring 1976

Charles Longacre —
Outstanding Service Award
Kean College
Union, New Jersey

Marion L. Parsons —
Outstanding Service Award
Kean College
Union, New Jersey

Earl Studt — Outstanding Service Award
Life Membership
Eastern Michigan University
Ypsilanti, Michigan

Spring 1977

Raymond L. Schlicher —
Outstanding Service Award
Northern Iowa University
Cedar Falls, Iowa

Louis E. Slock —
Outstanding Service Award
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin

Francis E. Brown —
Life Membership
Outstanding Service Award
Illinois State University
Normal, Illinois

Willard L. Thompson —
Outstanding Service Award
University of Minnesota
Minneapolis, Minnesota

Leo Stine — Life Membership
Western Michigan University
Kalamazoo, Michigan

Spring 1978

Lois Burdick — Life Membership
Indiana State University
Terre Haute, Indiana

Marion Parsons — Life Membership
Kean College
Union, New Jersey

David Middleton — Outstanding Service Award
East Carolina University
Greenville, North Carolina

Spring 1979

Garlan F. Bailey — Outstanding Service Award
(Awarded Posthumously)
East Carolina University
Greenville, North Carolina